DOCUMENT RESUME

ED 106 818 CS 001 869

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IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves 483 white and Spanish-speaking students in K-6. In the program, begun in 1970, state-mandated basal reading series are supplemented by four locally developed programs: Levels Design Letter Readiness, Rebus Reading, Project Read, and Great Studies. The Levels Design Letter Readiness Program is used to teach letter names and sounds to kindergarten children. The Rebus Reading Program is designed to prepare kindergarten children for work with preprimers. Project Read is a decoding and comprehension skills program designed for students in grades 2-6. When students are able to pass check tests and posttests in their weak skill areas, they move on to more advanced project objectives. The Great Studies Program was developed to encourage students in grades 4-6 to diversify their reading habits. Students read and report on books in 18 different categories. In addition, study guides and word games supplement the basal reading program. (TO)

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ED106818

PROJECT READ

A Handbook for Teachers

CLOVIS UNIFIED SCHOOL DISTRICT
CLOVIS, CALIFORNIA

CS001862

ED106318

Project READ

"Reading Excellence Advanced and Developed"

A

Handbook for Teachers

1973-74

Clovis Unified School District
914 Fourth Street
Clovis, California 93612

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Superintendent

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What is Project READ?

Project READ is a comprehensive individualized program whereby a child is tested for placement on a reading skills continuum after he has completed a decoding program, and then progresses at his own rate of speed, achieving mastery as he goes.

This continuous progress design includes consumable placement tests (diagnostic inventories), non-consumable pretests, student worksheets, checktests, post tests and answer keys. There are seven skill areas (units) divided into fourteen learning stages. By pretesting each unit, a child is given credit for those skills he already knows and only does work on the skills he does not know. There are 357 specific skills written in behavorial terms and five worksheets for each skill. The child is assigned only those worksheets which are necessary for him to master a particular skill.

Each student's daily progress differs from that of his classmates because the rate of speed at which a child moves through the sequence depends on his prior skills knowledge and his own capabilities. Each student works in a program tailored to his own particular needs through the use of a contract.

READ is a tool for teachers to use to meet the individual needs of children. The teacher is still the key person in the program, and success in the program depends on the use of the materials and the instruction of individual students. READ is only the skill portion of a total reading program and not a total program in itself.

The basic reading skills as established by the project are grouped by units and arranged by arbitrary stages (III-XVI) from simplest, or beginning skills to advanced skills. Stage I is Language Development and Stage II is Decoding. Students do not enter Project READ until the basic decoding skills have been mastered. The level of skills starts at approximately grade one and much of the work in the last stages is challenging for 8th grade students whose reading scores are above grade level.

The READ units are:

- Related to Reading
- Vocabulary Development
- Phonetic Analysis
- Structural Analysis
- Factual Comprehension
- Inferential Comprehension
- Research Skills

Related to Reading deals with following directions and the basic punctuation conventions of English. The other units are similar to the referent terms used in reading methodology.

Components of Project READ Kit

Skill Sequence Folder (non-consumable)

Project READ Class Profile (to determine D.I. Level)

Diagnostic Inventory (consumable)

Diagnostic Inventory Answer Key (buff)

Individual Progress Chart (consumable)

Individual Student Contracts (consumable)

Skill Worksheets (1785) for seven units:

1.	Related to Reading	(RR) - Gray
2.	Vocabulary	(V) - Pink
3.	Phonetic Analysis	(PA) - Buff
4.	Structural Analysis	(SA) - Blue
5.	Factual Comprehension	(FC) - Canary
6.	Inferential Comprehension	(IC) - Green
7.	Research Skills	(RS) - Salmon

Skill Worksheet Answer Books for above (covers same color as worksheets)

Pretests and Post Tests - White

Pretest and Post Test Answer Books

Check Tests - Mandarin (orange)

Check Test Answer Books - (Mandarin cover)

Certificate of Promotion

READ Notebook to record answers (consumable)

Flow Chart

Reference Materials Needed for Project READ

Basal Readers

MacMillan

Better Than Gold
More Than Words
Bold Journey

Harper & Row

From Faraway Places
From Bicycles to Boomerangs
Trade Winds
Crossroads
Seven Seas
From Codes to Captains

Lippincott

Basic Reading

Scott, Foresman & Co.

Open Highways, Book 4
Open Highways, Book 5
Open Highways, Book 6

Holt, Rinehart & Winston

Sounds of Mystery
Sounds of a Young Hunter
Sounds of a Distant Drum

Other Materials Used

Roberts English Series B
Concepts in Science, Book 3
World Almanac & Book of Facts 1973
World Book Encyclopedia 1972
Social Sciences, Concepts and Values, Green
Webster's Seventh New Collegiate Dictionary
Thorndike-Barnhart 1967-68 Ed. Dictionary
Holt Intermediate Dictionary

Library Books

Treasure Island

Rickenbacker - Edward V. Rickenbacker
Prentice-Hall C 1967
921 RIC

So You Want to be a Surgeon - Alan Nourse
Harper & Row C 1966
617.023 NOU

Paddington Goes to Town - Thomas Michael Bond
Houghton Mifflin C 1968
FIC BON

Penny Candy - Jean (Collins) Kerr
Doubleday C 1970
Illus. Whitney Darrow, Jr.
817.54 KER

Picture Book of Washington - Bernadine Freeman Bailey
C 1966
917.97 BAI

One Fine Day - Nonny Hogrogian
New York MacMillan C 1971
FIC HOG

To Grandfather's House We Go--
A Roadside Tour of American Homes
Harry Devlin
New York Parents Magazine Press C 1967
728 DEV

You and Electronics - Mary Lou Clark
Chicago, Children's Press C 1967
621.381 CLA

The Adventures of Spider

Calendar Moon

Snakes

See Through the Forest

Sammy the Squirrel

The Tombs of Atuan - Ursula K. LeGuin
New York, Atheneum
Illus. by Gail Garraty C 1971
FIC LEG

Women Who Spied - A. A. Hoehling
Dodd, Mead C 1967
327.12 HOE

Learning About Sizes - Tina Thoburn
New York, Western Publishing Co.
Pictures by Joe Kauiman C 1970
FIC THO

John F. Kennedy - Regina Zimmerman Kelly
Chicago, Folleth C 1969
921 KEN

Diagnostic Inventory

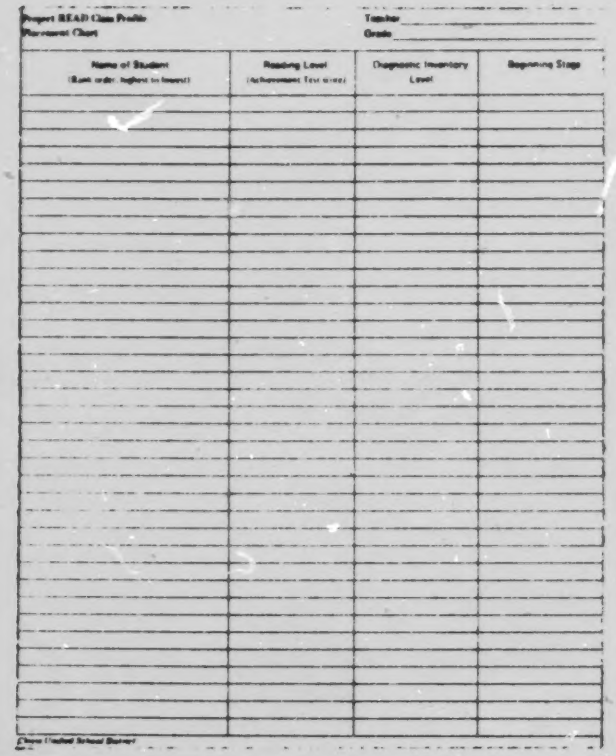
To place students correctly in Project READ, the entry levels must be determined by administering the Diagnostic Inventory (D.I.). The D.I. is administered once only, when a student enters the program. There is a D.I. for each stage, III through XV. There is no D.I. for stage XVI. If a student shows mastery at level XV, he is automatically placed in stage XVI.

Each D.I. covers all the skill areas for that particular stage and each skill sub-test is scored individually. A student must have 90% or better to show mastery of a particular skill. A score of 30% to 89% is the entry level into the project. If the student scores 29% or lower on a particular skill, the D.I. for that particular skill is administered at the next lower level until a score of 30% to 89% is reached. If the student scores 90% or above, he is tested at the next higher stage in that particular skill unit until a score in the range of 30% to 89% is reached.

As an aid in determining which diagnostic inventory to administer, the following chart may be helpful. Teacher judgment also plays an important role in determining the D.I. level.

Reading Level (Achievement Test Score)	Project READ D.I.
1.9 - 2.4	Stage III
2.5 - 2.9	Stage IV
3.0 - 3.9	Stage V
4.0 - 4.9	Stage VI
5.0 - 5.9	Stage VII
6.0 - 6.9	Stage IX
7.0 - 8.0+	Stage X

The following profile chart can be used to quickly determine the stage and number of tests needed at each stage. Use the last reading achievement test scores to rank the students from the highest to the lowest.



Project READ Class Profile
Placement Chart

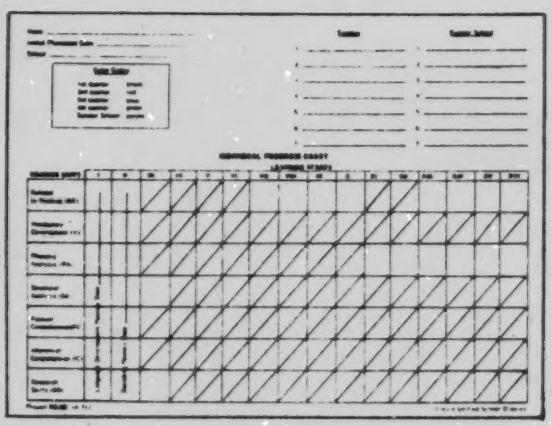
Teacher _____
Grade _____

Name of Student (Rank order: highest to lowest)	Reading Level (Achievement Test scores)	Diagnostic Inventory Level	Beginning Stage

(Name Hosted School District)

The total class may be tested for placement at one time, each one taking the appropriate level test. The diagnostic test is to be administered without help from the teacher. The child's ability to read and follow directions is an important factor for the child's future success in the program. There is no time limit (within reason) on any of the READ materials, including the tests.

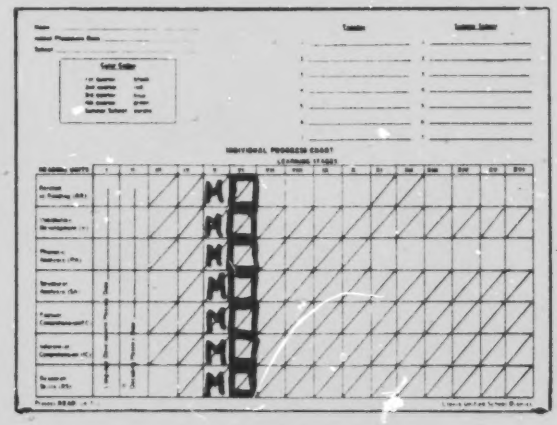
When the student has completed the D.I., the test should be corrected by the teacher or an aide. Each test is graded separately and the entry level recorded on the Individual Progress Card.



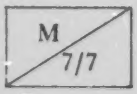
Individual Progress Chart

After the Diagnostic Inventory has been administered and the child's entry level has been determined, an Individual Progress Chart is initiated for each child. This chart follows the student through the grades from year to year. In the example below you will notice that the entry level is shown by drawing a box in the appropriate square using a colored flow pen.

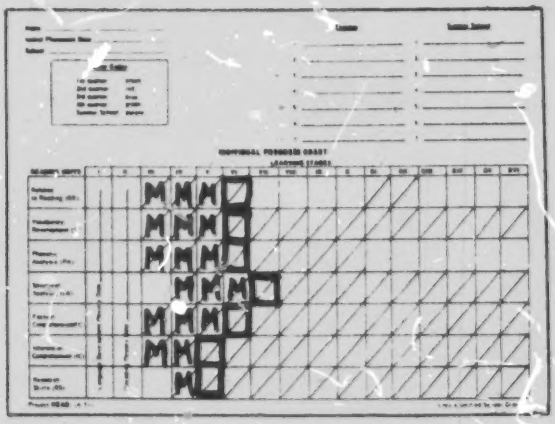
If the student scored between 30% and 89% in each category on the D.I., the teacher would simply box in the squares that appear vertically under the stage of his D.I.. For example, his Progress Card would appear as follows:



It can be assumed that the student has mastery of the skills below stage VI, so an "M" can be written in those squares. As the student completes a stage and unit, an "M" for Mastery and the date of completion are entered in the square.



Often we find, however, that a student does not score between 30% and 89% in each unit on a given stage. He may show mastery (90% or above), or complete lack of skill (less than 30%) in one or more units. In that case, his Progress Card might appear as follows:

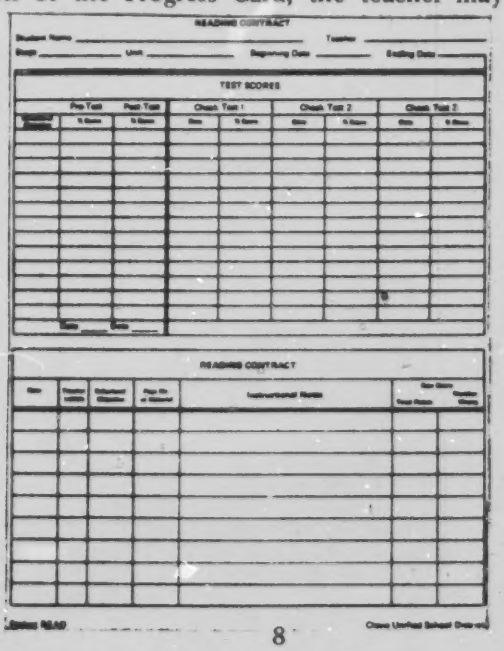


The instructional level is at stage VI for Related to Reading, Vocabulary, Phonetic Analysis and Factual Comprehension. In Structural Analysis, his D.I. score was 93% at stage VI, so the D.I. at stage VII was administered. A score of 70% indicates that the instructional level for S.A. is stage VII.

In I.C. and R.S., the student scored 21% and 28% on stage VI. Consequently, the D.I. tests for stage V were administered. The scores of 45% and 60% indicate that the instructional level for I.C. and R.S. is stage V.

The seven units on the Progress Chart are listed in order of difficulty, with Related to Reading being the easiest and Research Skills the most difficult. Therefore, the student starts the program on the lowest stage and on the easiest skill, progressing down the grid and then to the easiest unit on the next stage. In the example above, the student starts on I.C. V, then R.S. V, and then to P.R. VI, continuing down the grid.

Following the completion of the Progress Card, the teacher may then fill out the Individual Student Contract.



Writing the Student Contract

It is necessary to understand the materials, the coding system and the sequence for prescribing the materials before the contracts are written.

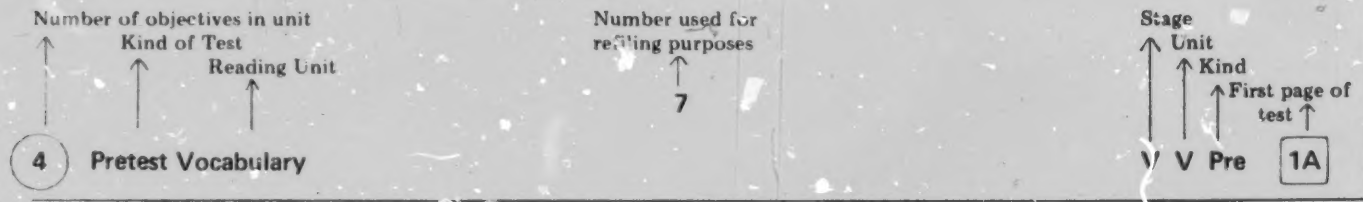
For each stage and unit (box) on the Individual Progress Chart there are from 3 to 13 skills (objectives). Before the student begins work in a particular stage and unit, he takes the Pretest. The pretest is divided into sub-tests, one test for each objective within the unit. Each sub-test is scored individually and a score of 90% or better indicates that the child has mastery of that skill and need not complete the worksheets for that particular skill. A score of 89% or lower indicates that the student needs work on that skill. For each skill (objective) there are five Worksheets and a Check Test. When the student has completed all of the Worksheets and Check Tests which have been prescribed for that unit, he takes the Post Test, which is like the Pretest in that it measures each skill within that particular unit.

Coding: The following headings are used on the Pretests, Worksheets, Check Tests and Post Tests. Each item will be explained. It is important to notice that the contracts are written using the information in the upper right hand corner. The student locates the material in the file by using the information in the upper right hand corner. The number in the center of each page is to be used for refiling purposes only, not for location of material.

Directions: Number your paper from 1 - 5. Look at each picture. Write the letter of the picture in the box that goes with the first picture.
Directions: Number your paper from 1 - 10. Look at each picture. Write the letter of the
Directions: Number your paper from 1 - 5. Go to your teacher. Your teacher will read some sentences to you.

Coding System

PRETESTS (White)

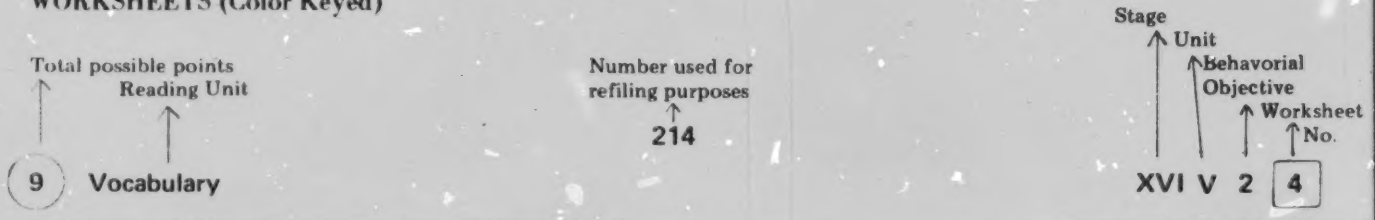


1. Directions: Number your paper from 1-6. Write the letter of the word that has the best meaning for the underlined word.

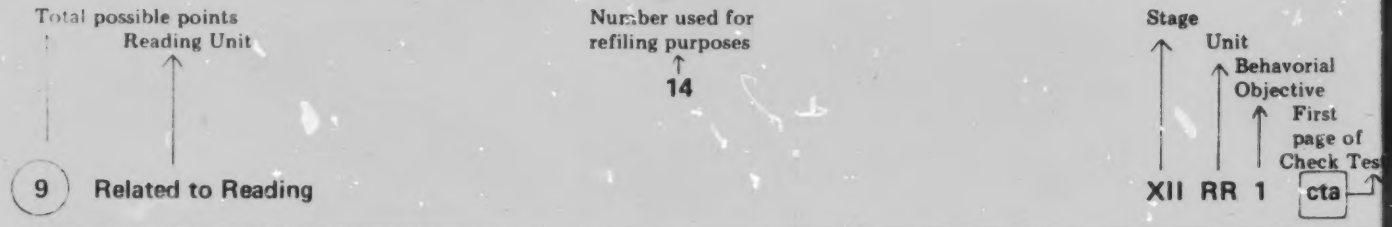
6

Total possible points on sub-test
Objective (skill) No. 1

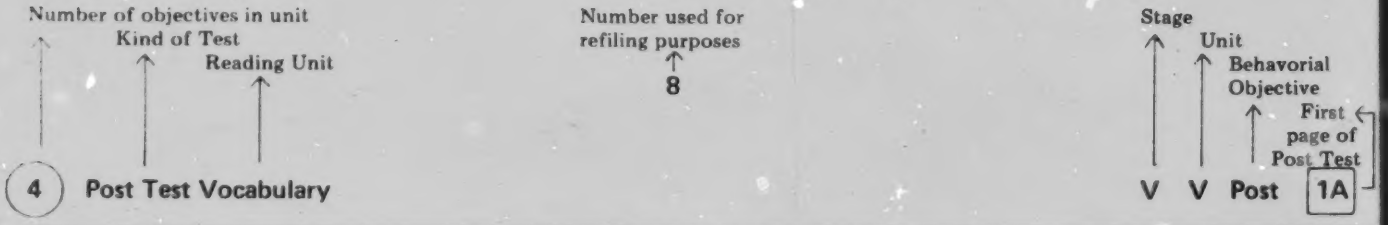
WORKSHEETS (Color Keyed)



CHECK TESTS (Mandarin)



POST TESTS (White)



1. Directions: Number your paper from 1-6. Write the letter of the word or phrase that has the best meaning for the underlined word.

6

Total possible points on sub-test
Objective (skill) No. 1

13

A contract is initiated each time a student begins a new unit and stage. As an example, according to the D.I., it has been determined that Jim should start Project READ on stage X Vocabulary. On the contract, the top section should be filled out with the following information:

READING CONTRACT

Student Name Jim Thompson Teacher Sue Brown

Stage X Unit Vocabulary Beginning Date Oct. 10 Ending Date ____

On the lower section of the READING CONTRACT, the first directions to the student would be to take the stage X Vocabulary Pretest. This would be written as follows:

READING CONTRACT

Date	Teacher Initials	Behavioral Objective	Page No. or Material	Instructional Notes	Raw Score: Total Points	Raw Score: Number Wrong
Oct. 10	SB	X V	Pre Test	Complete; Teacher Corrected		

The student completes the test independently without help, and simply indicates "can't do" in any section he finds too difficult or does not understand what to do.

The teacher (or aide) corrects the Pretest and records the percentage grade for each behavorial objective. The number of objectives on each Pretest are noted in the circle on the upper left hand side of the first page of every Pretest. For example, on the Pretest for X (Vocabulary), we find there are three (3) behavorial objectives. For each objective there are a stated number of possible correct answers. On XV Pretest, behavorial objective one (1) has five possible correct answers. Behavorial objectives number 2 and 3 each have six possible correct answers.

Percentage grades are used on all READ materials except the worksheets, where a simple number possible/number missed is recorded. It is recommended that the teacher obtain an "E-Z grader" for quickly and accurately determining percentage grades. All grades should be recorded promptly and accurately to insure correct prescribing and to keep the student's work moving along smoothly.

TEST SCORES								
	Pre-Test	Post-Test	Check Test 1		Check Test 2		Check Test 3	
Behavioral Objective	% Score	% Score	Date	% Score	Date	% Score	Date	% Score
1	60%							
2	100%							
3	67%							
Date Oct. 10 Date _____								

From the Pretest results we can determine that Jim had a little trouble with Behavorial Objective 1 and 3, scoring less than 90%. He apparently had no trouble with Behavorial Objective 2 as his score indicates 100%.

The prescription for objective number one should be written as in the example on the following page. There are five worksheets for every objective, but only three are assigned initially and then the Check Test. If the Check Test score is less than 90%, then worksheets 4 and 5 are assigned. A conference should be held before the student begins work on worksheets 4 and 5 for any reteaching or clarification of concepts or directions. Work in materials utilizing other modalities of learning, such as tapes or games, may be assigned at this time. After completing worksheet 5, the Check Test is completed again and the score recorded under Check Test 2.

If the Check Test (CT) score is satisfactory, (90% or better) the next prescription would be for Behavorial Objective 3. The same procedure is followed as for objective 1. If the work is satisfactory (90% or better) the Post Test may be prescribed, since this is the last objective in stage X.

The checking of worksheets and the recording of worksheet scores should be done by the students as soon as they are responsible enough to carry out this task. Students should check each page as it is completed in order that they have immediate knowledge of the accuracy of their thinking. This feedback sometimes is their most effective learning activity.

READING CONTRACT

Student Name Jim Thompson Teacher Sue Brown

Stage X Unit Vocabulary Beginning Date Oct. 10 Ending Date

TEST SCORES

	Pre-Test	Post-Test	Check Test 1		Check Test 2		Check Test 3	
Behavioral Objective	% Score	% Score	Date	% Score	Date	% Score	Date	% Score
1	60%	100%	Oct. 12	80%	Oct. 14	100%		
2	100%	100%						
3	67%	100%	Oct. 18	100%				
	Date Oct. 10	Date Oct. 19						

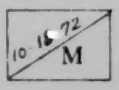
READING CONTRACT

Date	Teacher Initials	Behavioral Objective	Page No. or Material	Instructional Notes	Raw Score Total Points	Raw Score Number Wrong
Oct. 10	SB	X V	Pre Test	Complete; Teacher Corrected		
Oct. 11	SB	1	1		5	2
		1	2		5	1
		1	3		5	1
		1	CT	Complete; Teacher Corrected		
Oct. 13	SB	1	4	Conference with teacher before beginning #4	5	0
		1	5		5	0
		1	CT	Complete; Teacher Corrected		
Oct. 17	SB	3	1		8	2

READING CONTRACT

Date	Teacher Initials	Behavioral Objective	Page No. or Material	Instructional Notes	Raw Score: Total Points	Raw Score: Number Wrong
Oct. 17	SB	3	2		8	1
			3		8	0
			CT	Complete; Teacher Corrected		
Oct. 18	SB	X V	PostTest	Complete; Teacher Corrected		

Following the Post Test, the teacher then refers to the Students' Progress Card. In the boxed-in area under X Vocabulary, place an "M" for Mastery and the date of completion.



A new student contract is initiated and the student proceeds to the next unit under stage X. The prescription follows the same procedure as described for XV,

Pretest

Worksheets 1, 2, 3

Check Test

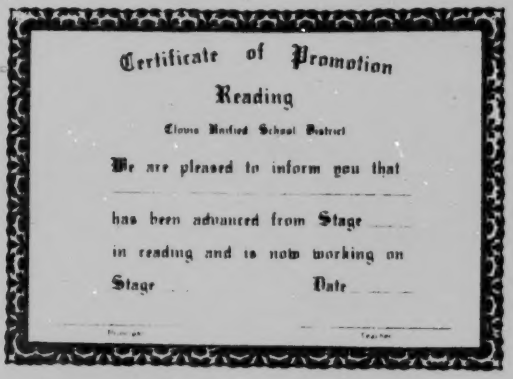
Worksheets 4 and 5 (if mastery is not attained on Check Test)

Check Test

Post Test

Teacher judgment is of prime importance throughout the program. If a student needs additional help or needs to work using a different modality, these materials may be prescribed on the contract. A READ Correlation Chart suggesting other materials for each skill is available.

As an added incentive for the students, a Certificate of Promotion from one stage to another is available upon request. A sample is shown below:



Certificate of Promotion

Reading

Clovis Unified School District

We are pleased to inform you that

_____

has been advanced from Stage ____

in reading and is now working on

Stage ____ Date ____

_____ _____

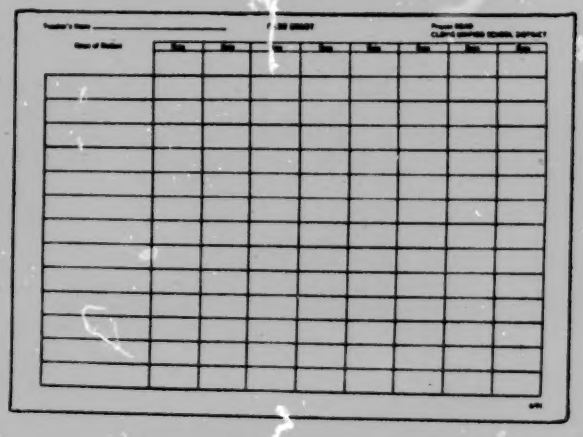
Flow Chart

The flow chart is kept by the teacher to monitor the continuous progress of each student in her class or classes. The chart may be kept weekly, semi-monthly, or monthly. From the individual teacher flow charts the principal may keep a flow chart for the school. A master bulletin board with pins or slots at each stage and unit can be kept with each child represented by a disc or tag.

The flow chart alerts the teacher to children who may not be progressing in a satisfactory manner. During day to day class time they may seem to be making satisfactory progress; however, in examining the flow chart, where a one-month, two-month, etc., progression may be seen at a glance, problem areas can be noticed.

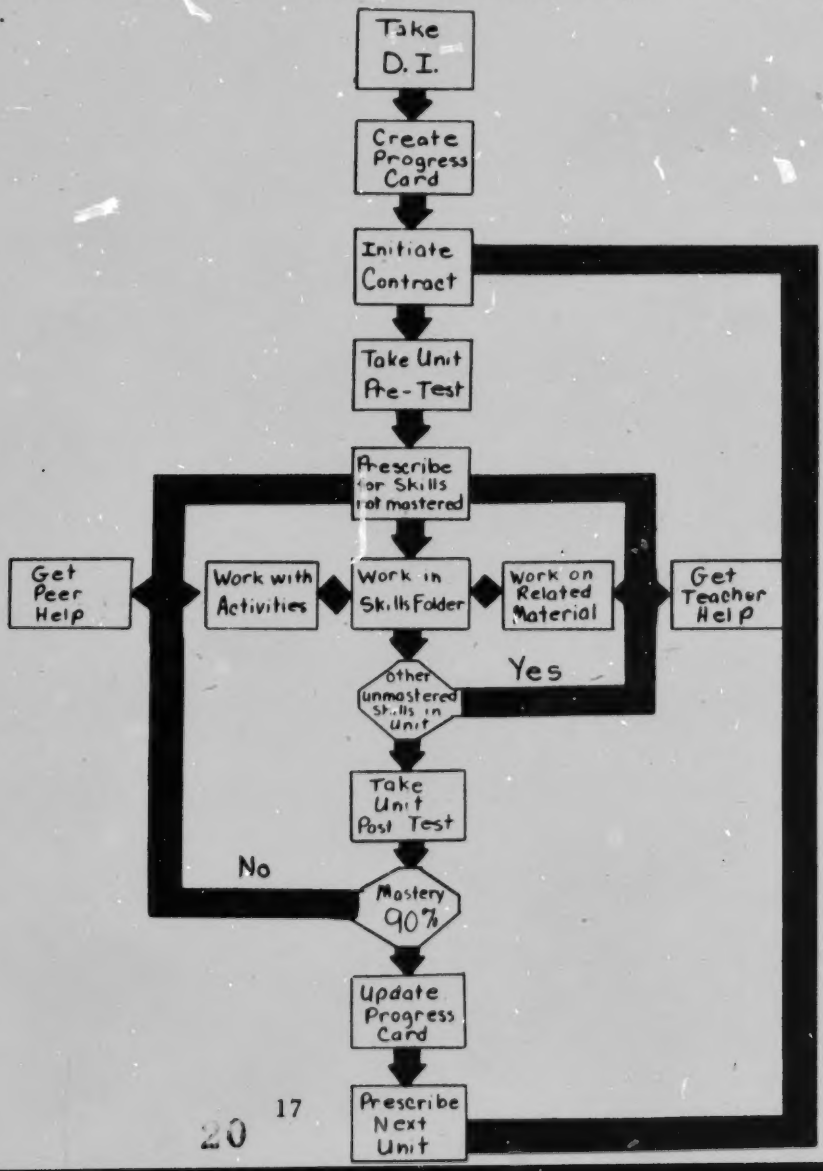
The flow chart serves the principal as an overview of the operation of the program in all of the classrooms under his direction. The flow charts give him specific information that he can discuss with his teachers. Flow charts can keep the principal directly involved with individual students and their progress.

A simple way to keep the flow chart current is to have each student record his own stage, unit and behavorial objective on a given day each month



Sequence of Activities

The following chart helps to demonstrate how the skills program, Project READ, works for Learning Stages III through XVI. Diagnostic testing comes first. The student takes a Diagnostic Inventory to determine his entrance into the program. Test results are entered on the student's Individual Progress Card, from which the teacher can get a clear picture of the student's learning stage for each unit. The teacher is also able to see which units the student has mastered, and in which he requires instruction. The teacher is now ready to write the student's first Contract. The student now takes a Pretest for the unit on the lowest learning stage on his progress card. The pretest is scored and the teacher then prescribes worksheets according to the scores on the pretest. When the student has completed his worksheet assignment, a Check Test is prescribed and his score entered on his contract. If test results show that he has not shown mastery (90%) on the skill, the teacher can help him by prescribing additional materials, such as games, tutoring by a classmate who has mastered the skill, tutor him herself, or prescribe additional worksheets. The student then retakes the check test and when mastery is shown, repeats the process for the next skill within the unit. When all work for a unit is completed, the child takes a Post Test to assess his mastery of all the skills within the unit. If he passes this test, his progress card is updated and a new contract is written for his next unit. If test scores indicate he has not mastered all skills, the teacher should then provide additional instruction to help fill the gap.



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RELATED TO READING

Stage III

___1. Reads and follows directions. Put X; draw line under; underline; draw circle around.

___2. Punctuation: periods, question mark; exclamation mark.

___3. Reads orally with expression, recognizing punctuation.

Stage IV

___1. Capitalizes proper names.

___2. Capitalizes beginning words of sentences.

Stage V

___1. Identifies quotation marks in a sentence.

___2. Writes simple sentence using capitalization and periods.

Stage VI

___1. Uses exclamation marks.

___2. Uses question marks.

___3. Capitalize and punctuate given sentences.

Stage XI

___1. Writes sentences requiring periods, question marks, exclamation marks.

___2. Underlines or writes quoted parts of sentences. (unbroken)

___3. Writes quotation marks in sentences. (unbroken)

Stage XII

___1. Underlines or writes quoted parts of sentence. (broken)

___2. Writes quotation marks in sentences. (broken)

VOCABULARY DEVELOPMENT

Stage III

___1. Matches Words - Upper and Lower Case.

___2. Reads and uses Project READ basic vocabulary - Stage III.

___3. Matches picture to definition.

Stage IV

___1. Reads and uses Project READ basic vocabulary for Stage IV.

___2. Discriminates between words of similar form.

___3. Selects picture that illustrates meaning of abstract word.

___4. Identifies pairs of words that have similar meaning.

Stage V

___1. Reads and uses Project READ basic vocabulary for Stage V.

___2. Discriminates between words of similar form to complete sentence.

___3. Identifies pairs of words having opposite meanings.

___4. Identifies specific meaning of a word having multiple meanings.

Stage VI

___1. Reads and uses Project READ basic vocabulary for Stage VI.

___2. Identifies and selects correct homonym to complete sentence.

___3. Match abstract word to another word having similar meaning.

___4. Match concrete word to phrase that has same or similar meaning.

Stage VII

___1. Identifies the word which correctly completes a sentence.

___2. Identifies specific meaning of word when word has multiple meanings.

___3. Identifies antonyms for specified words in sentences.

___4. Reads and uses Project READ basic vocabulary for Stage VII.

Stage VIII

___1. Identifies synonyms for specified words in sentences.

___2. Circle word in sentence that means same as underlined word.

___3. Choose correct homonym to complete sentence.

___4. Identifies multiple meanings of words by using words in sentences.

___5. Reads and uses Project READ basic vocabulary for Stage VIII.

Stage IX

___1. Reads and uses project READ basic vocabulary for Stage IX.

Stage X

___1. Selects meaning of a word when the meaning is inferred.

___2. Selects antonym, synonym or homonym.

___3. Reads and uses Project READ basic vocabulary for Stage X.

Stage XI

___1. Reads and uses Project READ vocabulary for Stage XI.

___2. Identifies meaning of underlined word when meaning is implied.

Stage XII

___1. Identifies meaning of homographs in particular contexts.

___2. Reads and uses Project READ vocabulary for Stage XII.

Stage XIII

___1. Uses a Thesaurus to locate synonyms and antonyms for given words.

___2. Selects the definitions of words when the meanings are implied.

___3. Uses context signal words as clues to meaning.

___4. Reads and uses Project READ vocabulary for Stage XIII.

Stage XIV

___1. Selects best dictionary definition when the meaning is implied in a selection.

___2. Extends the use of common words by attaching new meanings.

Stage XV

___1. Identifies multiple meanings for common words by using context of sentence.

___2. Differentiates between common and technical meanings of words.

___3. Identifies special fields in which common words acquired technical meanings.

Stage XVI

___1. Chooses the correct antonym for given words.

___2. Identifies multiple meanings of words by using words in sentences.

PHONETIC ANALYSIS

Stage III

___1. Identifies vowels "a", "e", "i", "o", "u", when they are in a list of mixed consonants and vowels.

___2. Identifies short "a" sound by marking pictures when the name for the picture contains short "a" sound.

___3. Identifies short "i" sound by marking pictures when the name for the picture contains short "i" sound.

___4. Discriminates between short "a" and short "i" by selecting correct name for picture or by writing the vowel sound heard when naming a picture.

___5. Identifies short "e" sound by marking pictures when the name for the picture contains short "e" sound.

___6. Identifies short "o" sound by marking pictures when the name for the picture contains short "o" sound.

___7. Identifies short "u" sound by marking pictures when the name for the picture contains short "u" sound.

___8. Writes one of the 5 short vowel sounds in three letter words (CVC) when the vowel is missing and the consonants are written.

___9. Identifies initial consonants by selecting words that begin with the same letter as name for a picture, by selecting initial consonant for name of picture, or selecting pictures whose names begin with given consonants.

___10. Writes letter that names the beginning sound for a picture or word.

___11. Identifies final consonants by selecting correct letter for given picture or selecting correct picture for given letter.

___12. Writes the letter that names ending sound for a picture or word.

___13. Identifies initial and final consonants by selecting correct picture for given letters or the correct letters for given picture.

Stage IV

___1. Decodes unfamiliar three letter words using short "a" and "i" by blending the letters.

___2. Writes three letter words using short "a" and "i".

___3. Writes and decodes three letter words using short "e", "u", and "o" by blending the letters.

___4. Writes three letter words using short vowels "e", "o", and "u".

___5. Writes three letter words (CVC) which contain one of the five vowel sounds.

___6. Matches initial consonant digraphs (sh, th) to pictures.

___7. Matches initial consonant digraphs (ch, wh) to pictures.

___8. Matches initial consonant digraphs (ch, sh, th, wh) to pictures whose names begin with the digraphs.

___9. Writes initial consonant digraph (sh, th, wh, ch) as words are dictated, or writes digraph to match given picture.

___ 10. Matches initial consonant blends to pictures (br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, s, sp, st, sw, sm, sn, sc, sk).

Stage V

___ 1. Identifies long sound of vowel "a" by marking pictures whose name contains that sound.

___ 2. Identifies long sound of vowel "i" by marking pictures whose name contains that sound.

___ 3. Identifies long sound of vowel "e" by marking pictures whose name contains that sound.

___ 4. Identifies long sound of vowel "o" by marking pictures whose name contains that sound.

___ 5. Identifies long sound of vowel "u" by marking pictures whose name contains that sound.

___ 6. Given a list of words, identifies the consonant - long vowel - consonant - silent "e" vowel - pattern

___ 7. Given a list of words that contain vowel digraphs, identifies letters that make one sound.

___ 8. Selects words containing vowel digraph sound for ea, ee, ai, oa, and ie.

___ 9. Identifies correct variant vowel sounds from pictures whose name contains the sound of ar, ir, ur, er, or or.

Stage VI

___ 1. Matches ending consonant digraphs ch, sh, or th to pictures.

___ 2. Completes printed names for pictures by filling in ending consonant digraphs. (ch, sh, th, ng, ck)

___ 3. Identifies medial consonant in the name of pictures by selecting the correct letter from 3-letter choices.

___ 4. Identifies variant vowel sounds of "oi" and "oy" by selecting letters to complete words, select words to match pictures, or select words to complete sentences.

___ 5. Discriminates variant "ow" and "ou" sounds by matching words that have the same "ou" or "ow" sound.

___ 6. Identifies variant sounds of "oo" when given a list of words containing double o.

___ 7. Applies "au", "aw" sound as in crawl and caught, to select correct words.

Stage VII

___ 1. Writes initial two letter consonant blends to match picture names or dictated words. (tr, gr, dr, pr, fr, cr, br, bl, gl, fl, cl, pl, sl, sw, tw, sm, sn, sk, sp, st, sc, tw)

___ 2. Selects the correct three letter consonant blend which begins a pronounced word. (scr, spr, thr, spl, squ, shr, sch, chr, str)

___ 3. Identifies double consonants that make one sound.

___ 4. Identifies two sounds of "c"; if c is followed by e, i or y it usually sounds like c in city. If c is followed by a, o or u it usually sounds like c in cat.

___ 5. Identifies two sounds of "g". If g is followed by e, i or y it usually sounds like g in cage.

___ 6. Matches correct ending two letter consonant blend to pictures whose name ends with sound for the blend. (nk, nd, nt, sk, st, ld, lt, sp, mp, lp, ft, lk, except when preceded by "a")

___ 7. Identifies the ending sounds of "y" as in buy.

Stage VIII

___ 1. Identifies correct medial consonant digraphs to complete given words.

___ 2. Identifies beginning three-letter blends to correctly complete words.

Stage IX

___ 1. Identifies correct medial consonant digraphs to complete words. (th, ch, sh, ck, ng)

___ 2. Identifies correct ending two-letter consonant blends to complete words. (nk, nd, nt, sk, st, ld, lt, sp, mp, lp, ft, lk)

___ 3. Identifies "ph" as usually having the sound of "f" and "gh" as sometimes having the "f" sound and sometimes being silent.

Stage X

___ 1. Identifies the variant sounds of "ough".

___ 2. Identifies variant spellings of vowel sounds of "a" as in cake, "e" as in bed, "ee" as in see, "air" as in hair.

STRUCTURAL ANALYSIS

Stage IV

___ 1. Identifies singular or plural form of word by matching word to a picture.

___ 2. Identifies plural form of word when "s" makes it plural.

___ 3. Matches pictures to form compound words.

Stage V

___ 1. Matches words to form compound words.

___ 2. Identifies one or two syllables in a list of words given orally.

___ 3. Identifies a contraction in a sentence.

Stage VI

___ 1. Matches contractions to uncontracted form of word (can't, didn't, hadn't, hasn't, haven't, he's, I'll, I'm, it's, let's, she's, wasn't, isn't)

___ 2. Identifies one or two syllables in a given group of words.

___ 3. Identifies root word in words ending in "ing", "ed", and "s" when root word does not change.

Stage VII

___ 1. Matches contractions to the uncontracted form of the word. (aren't, couldn't, doesn't, shouldn't, that's, they're, wouldn't, you're)

___ 2. Adds the suffixes "ing", "ed", "en", or "s" to verbs which do not change the root to form new words.

___ 3. Forms compound words from given words.

___ 4. Identifies one, two or three syllable words.

Stage VIII

___ 1. Matches contractions to their uncontracted form. (I'll, he'll, she'll, you'll, they'll, I've, he'd, they'd, we'd, she'd, you'd, won't, don't)

___ 2. Writes the contraction for words in which only one letter is omitted in the contracted forms.

___ 3. Differentiates between possessive forms and plural forms by identifying one or the other when they are presented together; recognizes and writes singular possessive forms.

___ 4. Divides words into syllables by applying the following principal: Divide between compound words.

___ 5. Writes the plural form of words when "f" is changed to "v".

___ 6. Writes the plural form of words when "y" is changed to "i".

___ 7. Adds the suffixes "ing", "ed", "est", and "er", to root words that do not change form before the suffix is added.

___ 8. Forms plurals of singular words ending in "s", "ss", "x", "sh", or "ch", by adding "es" to the root words.

Stage IX

___ 1. Adds the suffixes "ed", "er", "est", and "ing" to one syllable root words that double the final consonant to form new words.

___ 2. Writes the root word of words whose endings have changed the spelling of the root.

___ 3. Adds the endings "ed", "er", "est", "ing", and "ly" to root words to form new words when the spelling of the root word changes.

___ 4. Identifies the root word of words ending in "ful", "ian", "ist", "ess", and "or".

___ 5. Divides words into syllables by applying the following principle: When the first vowel is followed by two consonants, the word is usually divided between the two consonants.

___ 6. Divides words into syllables by applying the following principle: "le" takes one consonant for the last syllable.

___ 7. Divides two syllable words having only one consonant after the first vowel by applying the following principle: When the first vowel is long, the consonant begins the second syllable; when the first vowel is short the consonant ends the first syllable.

Stage X

___ 1. Makes new words by adding the suffixes "ful", "ian", "ist" and "or" to root words.

___ 2. Identifies the prefixes "dis", "non", "mis", "re", "un", and "in".

___ 3. Add the prefixes "dis", "in", "mis", "re", "non", and "un" to root words to form new words.

___ 4. Divides words into syllables by applying the following principle: Divide after prefixes and divide before suffixes.

Stage XI

___ 1. Marks the accent in words by applying the principles: In most two-syllable words, the first syllable is accented. If a word contains a root word, it is usually accented.

___ 2. Forms new words by adding the suffixes "ation", "ion", "ment", "ness", "ship", "sion", and "ution" to base words.

___ 3. Marks accent in words using the principle: When a prefix is added to a root word, the root word or first syllable of root words is usually accented.

___ 4. Writes root words of words with prefixes "dis", "im", "in", "non", and "un".

Stage XII

___ 1. Writes the correct root words for words ending in "able", "ful", "ible", "less", and "ous".

___ 2. Forms new words by adding the prefixes "ad", "con", "de", "ex", "re", "pre", "pro", to root words.

___ 3. Differentiates the two plural possessive forms by identifying each when they are together.

___ 4. Differentiates between singular and plural possessive forms.

Stage XIII

___ 1. Forms new words by adding prefixes "out", "over", "self", "under", "up", and "upper" to root words.

___ 2. Given words ending in "able", "ful", "ible", "less", or "ous", chooses correct word for particular context.

___ 3. When given unfamiliar words, divides them into syllables by applying the correct principles of syllabication.

Stage XIV

___ 1. Writes the correct root word for words ending in "ate", "en", "ify", and "ize".

___ 2. Writes the root word for words ending in "al", "ance", "dom", "ence", "ic", "ism", "ity", "ly", "by", "th", "ty", and "ure".

Stage XV

___ 1. Given words ending in "ate", "en", "ify", and "ize", chooses correct word for a particular context.

___ 2. Given words ending in "ant", "ary", "ent", "ic", and "ive", chooses correct word for a particular context.

___ 3. Makes new words by adding the prefixes "circum", "inter", "intra", "sub", "super", "trans", or "tri" to root words.

___ 4. Chooses the correct word for a particular context given words ending in "al", "ance", "dom", "ence", "ic", "ism", "th", "ty", and "ure".

___ 5. Identifies following Latin roots and their meanings and uses them in context. (act, don, mob, pon, quest, rect, scribe, sign, spec, vers, ag, mot, pos, quite, reg, script, signific, spect, vert, mov, pound, rul, and spic)

Stage XVI

___ 1. Identifies words correctly divided into syllables and accented.

___ 2. Given a word, adds the correct prefix. (review)

___ 3. Given a word, adds the correct suffix. (review)

FACTUAL COMPREHENSION

Stage III

___ 1. Selects associative pairs given pictures and words.

___ 2. Answers orally factual questions about a short story read by the teacher.

___ 3. Identifies picture which corresponds to a sentence dictated by the teacher.

___ 4. Identifies which of three words fits context of written sentence.

___ 5. Identifies details of sentence by matching to a picture.

___ 6. In a given selection, finds sentence which contains answer to a written question.

___ 7. Tells a story when given a sequence of 3 or 4 pictures.

___ 8. Arranges three or more pictures in correct time sequence going from left to right.

___ 9. Numbers related story pictures in a logical sequence.

Stage IV

___ 1. Identifies associated pairs from a given word list.

___ 2. Copies a word or phrase from a printed selection to answer a question.

___ 3. Selects facts contained in a story from a choice of sentences after reading a short story.

___ 4. Identifies the best title for a story read silently from a group of three titles.

___ 5. Identifies the characters in a story read silently, by locating the names in the story or by writing them.

Stage V

___ 1. Reads and follows two or more written directions in relation to one picture.

___ 2. Reads a simple story and selects a word or phrase in a multiple choice exercise.

___ 3. Following silent reading of a selection, answers yes or no to questions about story details.

___ 4. Selects details from a story to answer who, what, and where questions.

___ 5. After reading a story, arranges three sentences in correct sequence.

Stage VI

___ 1. After reading a selection, completes in written form a statement based on story content.

___ 2. From a story, locates details that tell when or how.

___ 3. After reading a short informative selection, chooses correct answers to factual questions.

___ 4. From a short story, numbers sequentially a group of 3 or 4 sentences.

Stage VII

___ 1. After reading informative selection, selects from three responses the correct answer to questions.

___ 2. After reading an informative selection, writes answers to factual questions requiring recall of facts.

___ 3. Selects from four responses the best meaning of a given phrase used in a particular story.

Stage VIII

___ 1. After reading a poem, selects the main idea from 3 or 4 response choices.

___ 2. Reads a selection and follows directions or answers questions under timed conditions.

___ 3. Lists in order of their occurrence the main events of a selection.

Stage IX

___ 1. Identifies a given selection as fiction or nonfiction and gives details to support the decision.

___ 2. Selects from 4 responses the best meaning of a given phrase.

Stage X

___ 1. Selects from several paragraphs the correct paragraph to match the given main idea.

___ 2. Writes the main idea of a selection of three or more paragraphs.

Stage XI

___ 1. Lists the main characters and identifies the time and place for given selections.

___ 2. When given two or more conclusions, selects the valid one based on factual evidence in the selection.

___ 3. Selects relevant headlines for newspaper articles.

___ 4. Identifies the logical sequence of actions in a selection.

Stage XII

___ 1. Identifies the sequence of events in a selection.

___ 2. Under timed conditions, reads a selection and answers factual questions.

___ 3. Matches given main ideas to paragraphs of a selection.

Stage XIII

___ 1. Writes an article for a given newspaper headline.

___ 2. Given a newspaper article with headline, selects from listed statements the ones that justify the headline.

Stage XIV

___ 1. Answers factual questions requiring recall of detail from an informative selection.

Stage XV

___ 1. Given a newspaper article with headline, decides whether or not the headline is justified by the facts included in the article.

___ 2. Selects from 4 responses the best meaning of given concrete or abstract words in phrases.

Stage XVI

___ 1. Uses maps to locate various types of factual information.

___ 2. Finds and uses information from graphs, tables, and charts.

___ 3. Interprets the information given on graphs, tables and charts.

___ 4. Answers questions using a map when the answers are not directly stated.

___ 5. Uses material from the content areas (science, health, math, history, geography) to locate facts.

INFERENTIAL COMPREHENSION

Stage III

___ 1. Matches pictures that show relationship.

___ 2. Completes orally the outcome of a series of pictures.

___ 3. Supplies orally the missing word in a sentence given by the teacher.

Stage IV

___ 1. Matches words to pictures which show abstract relationships.

___ 2. After reading a 4-line story or poem, selects the correct response by drawing conclusions.

Stage V

___ 1. Classifies words into categories.

___ 2. Reads three or four sentences and chooses the picture that predicts the outcome.

___ 3. Determines which selections deal with reality and which deal with fantasy. (real and make believe)

___ 4. Matches words to words which show abstract relationships.

___ 5. Matches sentences to pictures which show abstract relationships.

___ 6. Matches sentences to words which show abstract relationships. (cause/effect)

___ 7. Matches sentences to words which show abstract relationships.

___ 8. Matches paragraphs to pictures which show abstract relationships.

___ 9. After reading a sentence or story, selects the correct response by drawing conclusions.

___ 10. After reading a 3-line paragraph, selects the rhyming word which shows an abstract relationship.

___ 11. After reading a two or three paragraph story, selects the correct response by drawing conclusions.

Stage VI

___ 1. Reads a poem or short story and indicates the mood expressed as happy, sad or funny.

___ 2. Matches paragraphs to words which show abstract relationships.

___ 3. Writes a short description of a picture.

___ 4. Reads a story, and selects from multiple choices, the main idea implied by the author.

___ 5. Reads a sentence or sentences silently and writes what may happen next.

Stage VII

___ 1. After reading a story, selects from choices implied events that happened.

___ 2. After reading a poem, selects the correct response by drawing conclusions.

___ 3. Selects words or phrases from a poem which illustrate the author's purpose.

___ 4. After reading a two or three paragraph story, selects a conclusion to answer a stated question.

___ 5. After reading a poem, matches rhyming words when the rhyming elements are spelled differently, ie., sky and high.

___ 6. Selects the main idea of one paragraph by circling the best title when given three choices.

Stage VIII

___ 1. Identifies cause and effect relationships in a selection.

___ 2. After reading an idiomatic expression in a story or poem, selects the word or phrase that means the same.

___ 3. After reading a story, selects the best conclusion from 4 responses when 2 or more responses could be correct.

Stage IX

___ 1. Identifies exaggerated phrases and sentences.

___ 2. Selects from choices, words or phrases that describe a character's reactions to a situation.

___ 3. After reading a 4 to 8 paragraph story, selects the correct response by drawing conclusion.

___ 4. Selects details from a selection that support a given conclusion.

___ 5. Classifies advertisements into given categories.

___ 6. Selects the work, phrase, or sentence which tells the mood of a story.

___ 7. Identifies cause and effect relationships in a poem.

___ 8. Answers questions from a fictional selection when the answers are not directly stated in the text.

___ 9. Writes the main idea of a paragraph.

Stage X

___ 1. Selects words, sentences, or phrases that are relevant to a specific topic.

___ 2. Identifies similes in a sentence.

___ 3. Reads a partial story and predicts an outcome. Uses evidence from the story to substantiate the outcome predicted.

___ 4. Identifies author's purpose as informative or entertaining and selects evidence to support that purpose.

___ 5. Identifies cause and effect relationships by stating which is the cause and which is the effect.

___ 6. After reading a poem, matches rhyming words when the rhyming elements are spelled differently, ie., sky and high.

___ 7. Reads story and selects from multiple choices, the main idea implied by the author.

Stage XI

___ 1. States the author's main purpose and selects evidence to support that purpose.

___ 2. Reads a given selection and writes a conclusion based on the information.

___ 3. After reading a poem, selects the correct response by drawing abstract conclusions.

___ 4. After reading a story, selects the best conclusion from four responses when two or more responses could be correct.

Stage XII

___ 1. Reads a story and selects sentences that best describe the plot.

___ 2. Selects statements from a given selection to substantiate a conclusion.

___ 3. Selects words or phrases that describe traits of specific characters.

___ 4. Identifies and constructs similes.

___ 5. Selects words, phrases or sentences that are relevant to a specific topic.

___ 6. Determines which given statements are fact and which are opinion.

___ 7. Selects the meaning of a specific phrase when the meaning is inferred but not stated in the selection.

___ 8. Identifies cause and effect relationships in a poem.

Stage XIII

___ 1. Identifies and writes the mood of a selection.

___ 2. After reading introductory paragraphs predicts the content of the rest of the selection.

___ 3. States the author's purpose and gives evidence to support it.

___ 4. After reading a selection, answers questions when the answers are not stated in the text.

___ 5. After reading an idiomatic expression in a story or poem, selects the word or phrase that means the same.

Stage XIV

___ 1. Identifies a metaphor in a selection.

___ 2. Identifies cause and effect relationships in selections in which either the cause or the effect is implied rather than stated.

___ 3. Gives the personal opinion of the mood of a poem. Writes the reason for selecting the mood.

___ 4. Determines the emotional reaction of a character in a particular situation.

___ 5. In a given selection, identifies and states the bias of the author.

___ 6. Interprets information from a story to support a given conclusion.

Stage XV

___ 1. Given a purpose for an author's writing, provides reasons from the writing to justify it as a reasonable statement of the author's purpose.

___ 2. States whether and why given conclusions are, or are not, valid as based on the evidence in a particular selection.

___ 3. Given statements, identifies which are inferences and which are facts based on evidence in the selection.

___ 4. Compares the opinions of two authors writing on the same subject.

___ 5. Identifies and forms metephors.

Stage XVI

___ 1. After reading a poem, draws conclusions by responding to given questions.

___ 2. Identifies cause and effect relationships in a poem.

___ 3. Compares two biographies about the same person written by different authors.

___ 4. Reads a variety of myths from different cultures.

___ 5. Reads and interprets poetry.

Stage IV

___ 1. Identifies the title of a book.

___ 2. Using a table of contents identifies the beginning page number of a given story.

___ 3. Writes in the missing letters, both upper and lower case, when given a series of letters.

___ 4. Rearranges groups of 3 to 5 upper and lower case letters in alphabetical order.

Stage V

___ 1. Writes the title and author of a book by using a library book.

___ 2. Finds a given word in a picture dictionary and lists the page on which it is found.

___ 3. Alphabetizes groups of three to four words according to the first letters of the word.

Stage VI

___ 1. Uses a table of contents to determine whether a designated book contains a specific story or information.

___ 2. Alphabetizes groups of 3 to 26 words according to the first letters of the word.

___ 3. Find the index of a book.

Stage VII

___ 1. Identifies the number of units in a given book.

___ 2. Identifies the number of stories in a unit of a given book.

___ 3. Differentiates between fiction and nonfiction books by their library markings.

Stage VIII

___ 1. Uses the table of contents in a book to answer questions.

___ 2. Arranges words in alphabetical order according to the first two letters.

___ 3. Locates entry words in a dictionary.

___ 4. Locates guide words in a dictionary and uses them to find words.

___ 5. Locates one meaning of specific words in a dictionary.

Stage IX

___ 1. Uses the table of contents in a library book or textbook to find required information according to chapter headings.

___ 2. Refers to the main topics in an index to answer questions.

___ 3. Arranges groups of 3 to 5 words in alphabetical order according to the first three letters.

___ 4. Using a glossary, writes all the information given for specific entries.

___ 5. Alphabetizes names of people using last names first.

___ 6. Using the guide numbers and letters on the cover, locates an entry in the encyclopedia.

Stage X

___ 1. Answers questions by referring to topics and subtopics in a given index.

___ 2. Uses guide words in an encyclopedia to locate specific information.

___ 3. Locates specific information in an encyclopedia.

___ 4. Arranges groups of 5 and 10 words in alphabetical order according to the first four letters.

___ 5. Locates and writes the dictionary definition for a specific word in context when that word has multiple meanings.

___ 6. Locates entry words in the dictionary which are derived from root words. (Sometimes the derived word will be an entry word; sometimes only the root word will be the entry word.)

___ 7. Identifies the phonetic spelling of given words by using the dictionary key.

___ 8. Locates the call numbers of library books by using the card catalog.

___ 9. Locates author, subject, and title cards in the card catalog.

___ 10. Arranges in alphabetical order proper names or titles that have determiners (such as: a, an, and the).

Stage XI

___ 1. Locates information in an encyclopedia to answer specific questions.

___ 2. Distinguishes between the functions of a glossary and a dictionary by answering related questions.

___ 3. Selects the topic sentence in a paragraph.

Stage XII

___ 1. Locates specific information in an encyclopedia by using subheadings.

___ 2. Locates specific information in an encyclopedia by using cross reference.

___ 3. Writes the Dewey Decimal numbers and subject area for specific titles or topics.

___ 4. Locates bibliographic information concerning specific books by using the card catalog.

___ 5. Constructs a title page.

___ 6. Constructs a table of contents.

___ 7. Constructs a simple bibliography.

___ 8. Selects from a given paragraph the topic sentence and the subordinate sentence.

Stage XIII

___ 1. Uses the newspaper index to locate various types of information.

___ 2. Constructs a simple outline using one level of indentation for two to three main headings.

___ 3. Writes a one or two page research paper using two reference sources.

Stage XIV

___ 1. Constructs an outline which has two levels of indentation.

___ 2. Identifies newspaper articles as to type: news, sports, editorial, entertainment, society, classified advertising, obituaries, financial, politics, horoscope, comics, bridge, weather, women's activities, vital statisitics.

___ 3. Locates the following information about a magazine: editor, editorials, publisher, date of publication, and contents.

___ 4. Identifies the purpose for using each of these reference sources:
   a. Readers Guide to Periodical Literature
   b. Library Catalog
   c. World Almanac
   d. Thesaurus
   e. Atlas

Stage XV

___ 1. Uses the dictionary to find abbreviations, signs, symbols, proofreader's marks, biographical names, pronouncing gazeteer and forms of address.

___ 2. Compares the function and coverage of specific magazines.

___ 3. Locates information in The World Almanac to answer specific questions.

___ 4. Collects and synthesizes information on a specific topic by using The World Almanac, encyclopedias and one other reference source.

___ 5. Selects phrases in a given selection that are subordinate to the main idea.

Stage XVI

___ 1. Organizes a given selection according to time sequence.

___ 2. Given informational statements, organizes them sequentially into a paragraph.

___ 3. Constructs an outline that has three levels of indentation.

___ 4. Writes a research paper using four sources.

___ 5. Given information, contracts graphs, tables and charts.

___ 6. Constructs a map of a school, neighborhood, county, state, or country. Includes a key and a scale of miles.

___ 7. Writes a biography using at least three different sources. (magazines, books, encyclopedias, Who's Who) Include outline, title page, table of contents, bibliography, footnotes.

APPENDIX

Forms Used In Project READ

33 Class Profile

34 Progress Chart

35 Student Contract

36 Certificate of Promotion

37 Flow Chart

Project READ Class Profile
Placement Chart

Teacher _____
Grade _____

Name of Student (Rank order; highest to lowest)	Reading Level (Achievement Test score)	Diagnostic Inventory Level	Beginning Stage

Name _____

Initial Placement Date _____

School _____

Color Codes	
1st quarter	black
2nd quarter	red
3rd quarter	blue
4th quarter	green
Summer School	purple

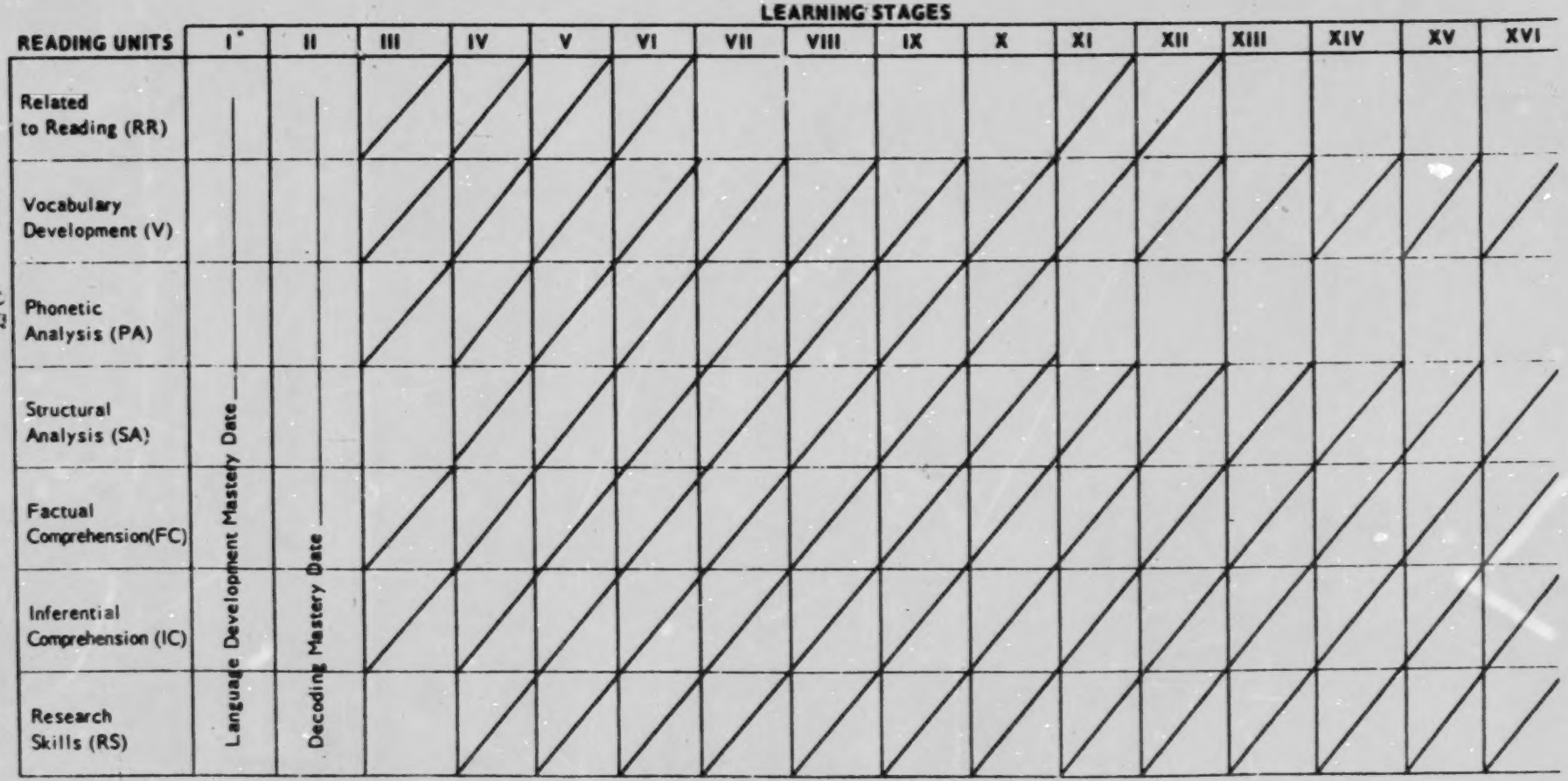
Teacher:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Summer School

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

INDIVIDUAL PROGRESS CHART



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Project READ (4/7?)

Clovis Unified School Distric

READING CONTRACT

Student Name _____ Teacher _____

Stage _____ Unit _____ Beginning Date _____ Ending Date _____

TEST SCORES

	Pre-Test	Post-Test	Check Test I		Check Test 2		Check Test 3	
Behavioral Objective	% Score	% Score	Date	% Score	Date	% Score	Date	% Score
Date _____ Date _____								

READING CONTRACT

Date	Teacher Initials	Behavioral Objective	Page No. or Material	Instructional Notes	Raw Score Total Points	Raw Score Number Wrong

Certificate of Promotion

Reading

Clovis Unified School District

We are pleased to inform you that

_____

has been advanced from Stage_____

in reading and is now working on

Stage_____ Date_____

_____ _____

Principal Teacher

Teacher's Name _____

FLOW CHART

Project READ
CLOVIS UNIFIED SCHOOL DISTRICT

Name of Student	Date	Date	Date	Date	Date	Date	Date	Date

87 40

CS001869

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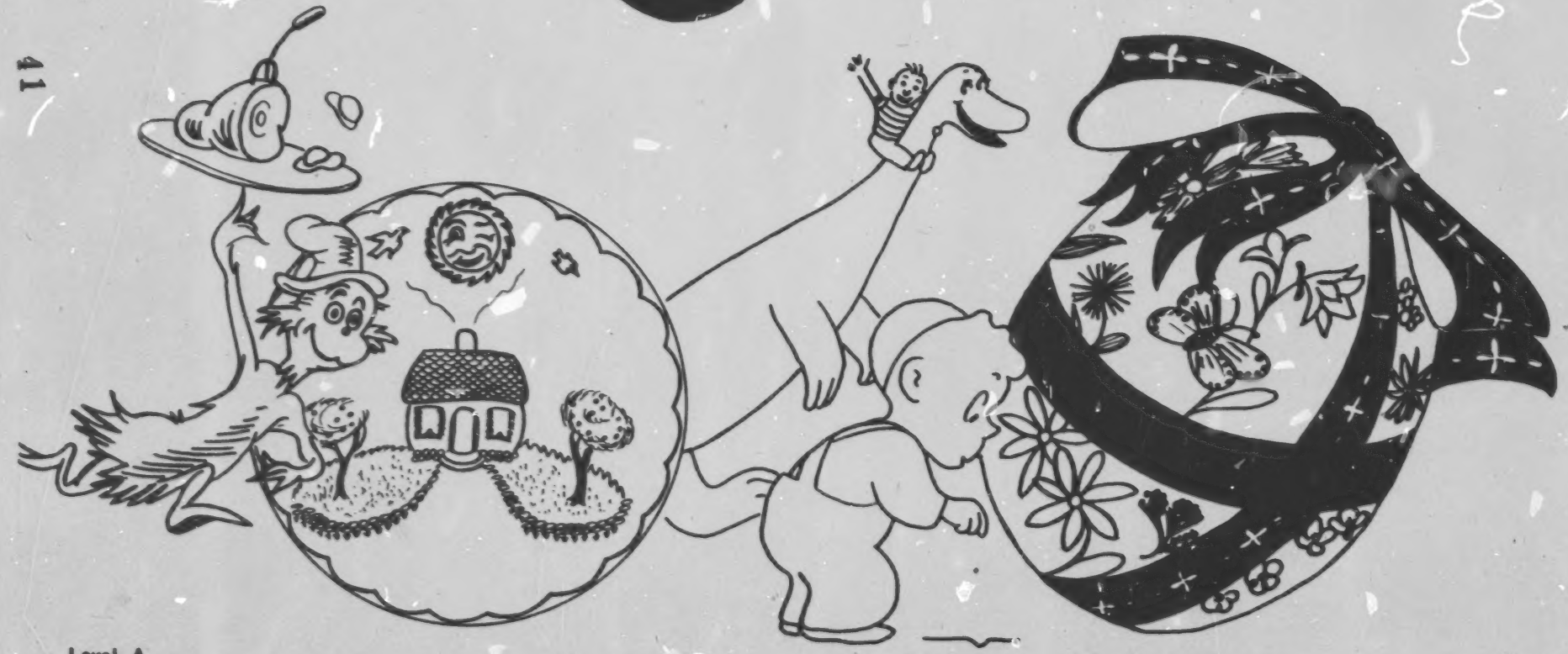
GREAT STUDIES

1972

Clovis Unified School District

41



Level A

THE GREAT STUDIES LIBRARY READING PROGRAM

NORMA DICK
Elementary Curriculum Coordinator

Illustrations by

Eleanor Williams

Level A

1972

Floyd B. Buchanan, Ed.D.
District Superintendent

GOVERNING BOARD

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Vice-President

Ralph J. Lynn
President

John Coffman
Clerk

A.P. Biglione

Sara Jane Kayser

Claude Shellenberger

Calvin F. Wise, D.D.S.

Green Eggs and Ham

By Dr. Seuss

Other books by DR.SEUSS I have read ✓

- Cat in the Hat
- Cat in the Hat Comes Back
- The 500 Hats of Bartholomeu Cubbins
- Fox in Sox
- Happy Birthday to You
- Horton Hatches the Egg
- Horton Hears a Who
- How the Grinch Stole Christmas
- I Wish I Had Duck Feet
- If I Ran the Circus
- McElligot's Pool
- Ten Apples Up On Top!
- Yertle the Turtle

My new words

Date _____

Draw a picture of something you would like to eat with ham.

Would you like green eggs with ham? Yes☐ No☐

Curious George Learns the Alphabet

H.A.REY

Other books by H.A.REY I have read: ✓

- Anybody at Home
- Cecily G and the 9 Monkeys
- Curious George Gets a Medal
- Curious George Goes to the Hospital
- Curious George Learns the Alphabet
- Curious George Rides a Bike
- Curious George Takes a Job

Date

My new words

Draw a picture of the first letter of your name from the alphabet that George learned.

by

Margaret Wise Brown

Other books by
MARGARET WISE BROWN
I have read: ✓

- Country Noisy Book
- Golden Bunny
- Goodnight Moon
- Important Book
- Indoor Noisy Book
- Noon Balloon
- Little Chicken
- The Little Islands
- Little Lost Lamb
- Red Light, Green Light
- Runaway Bunny
- The Seashore Noisy Book
- The Sleepy Little Lion
- Whistle For the Train

My new words

Date _____

Draw a picture of the friends who were never alone again.

THE CARROT SEED

by Ruth Krauss

Other books by RUTH KRAUSS I have read: ✓

- Backward Day
- Bears
- Big World and the Little House
- Birthday Party
- Bouquet of Littles
- Bundle Book
- Cantilever Rainbow
- Charlotte and the White Horse
- Eyes Nose Finger Toes
- Good Man and His Good Wife
- Growing Story
- Happy Day
- Hole is to Dig
- How to Make an Earthquake

My new words

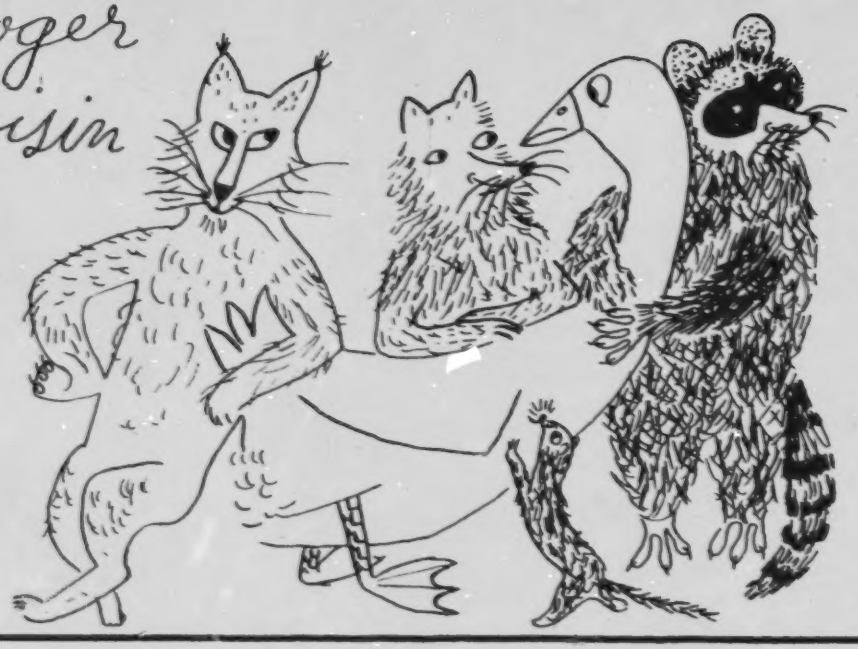
Date

Draw a picture to show how big the carrot was.

8

PETUNIA, BEWARE!

by Roger Duvoisin



51

My new words

Other books by ROGER DUVOISIN I have read: ✓

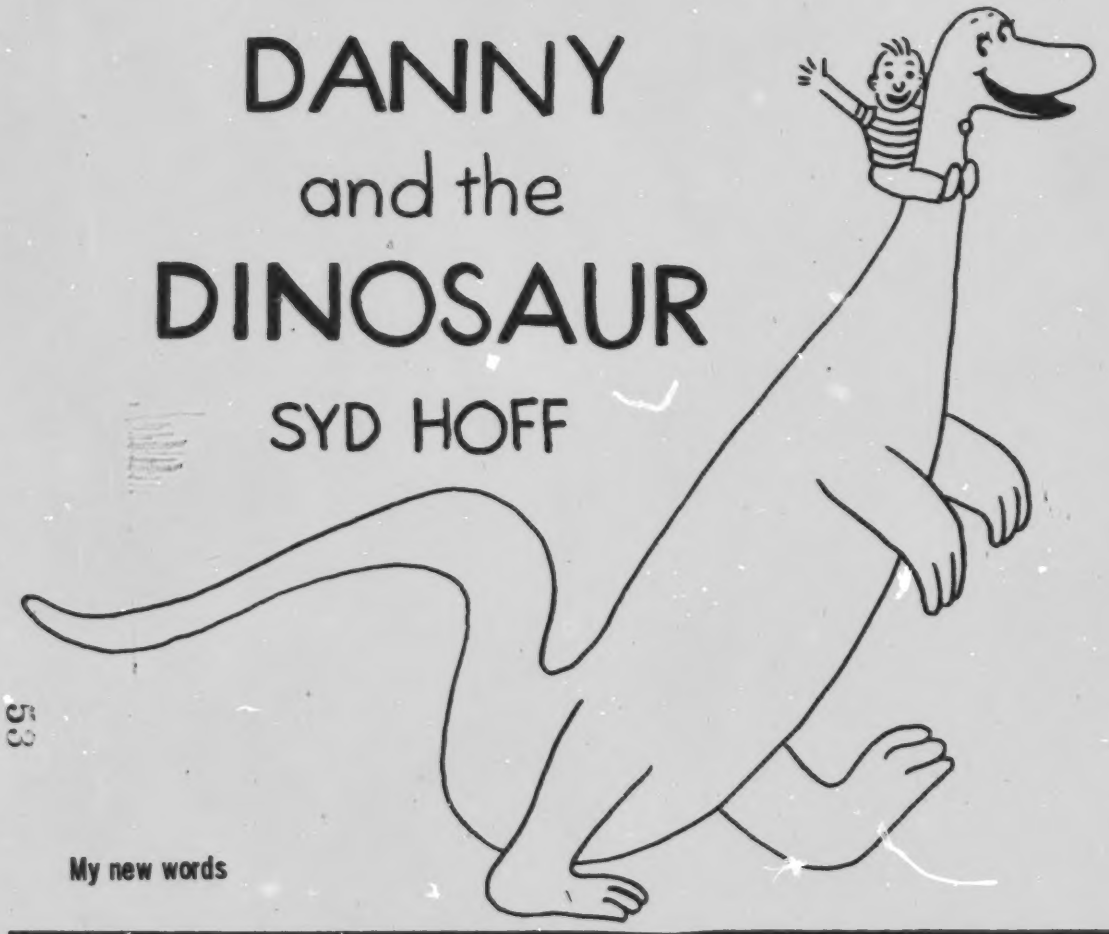
- House of Four Seasons
- Lonely Veronica
- Our Veronica Goes to Petunia's Farm
- Petunia
- Petunia, I Love You
- Veronica
- Veronica's Smile
- What is Right for Tulip

Date _____

Draw a picture of Petunia's real friend.

DANNY and the DINOSAUR

SYD HOFF



53

My new words

Other books by SYD HOFF I have read: ✓

- Albert, the Albatross
- Chester
- Grizzwald
- Jeffrey at Camp
- Julius
- Little Chief
- Oliver
- Roberto and the Bull
- Sammy and the Seal
- Stanley
- Who Will Be My Friends

Date _____

Draw a picture of something you would do if you had a dinosaur for a friend.

THE LITTLE HOUSE

Other books by
VIRGINIA BURTON
I have read: ✓

Calico, the Wonder Horse _____

Choo, Choo _____

Katy and the Big Snow _____

Maybelle, the Cable Car _____

Mike Mulligan and His Steam Shovel _____

My new words

Date _____

Draw a picture of the Little House at the time of year that you like best.

LITTLE BEAR

by

ELSE HOLMELUND MINARIK

Other books by ELSE HOLMELUND MINARIK I have read ✓

- Cat and Dog
- Father Bear Comes Home
- Kiss For Little Bear
- Little Bear's Friend
- Little Bear's Visit
- Little Giant Girl and the Elf Boy
- No Fighting, No Biting
- Winds that Come from Far Away and Other Poems

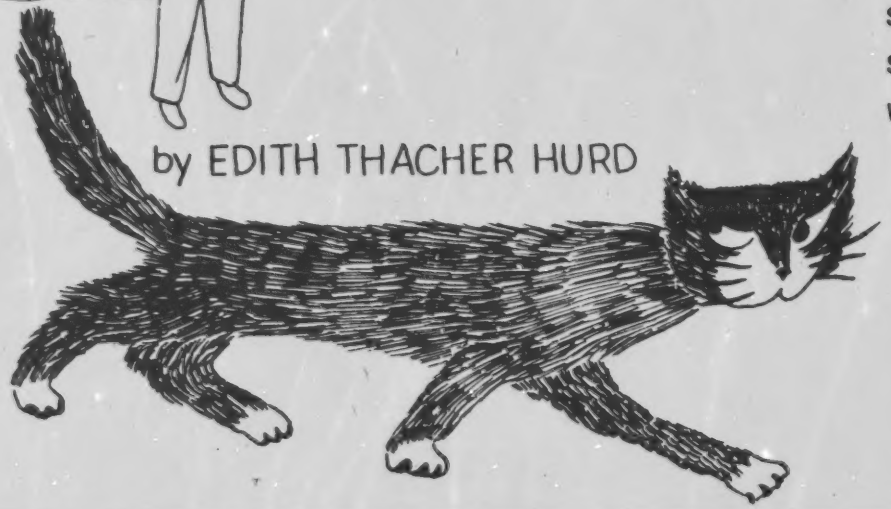
My new words

Date

Mother Bear made Little Bear happy. Draw a picture to show how Little Bear made Mother Bear happy.

NO FUNNY BUSINESS

by EDITH THACHER HURD



Other books by EDITH THACHER HURD I have read: ✓

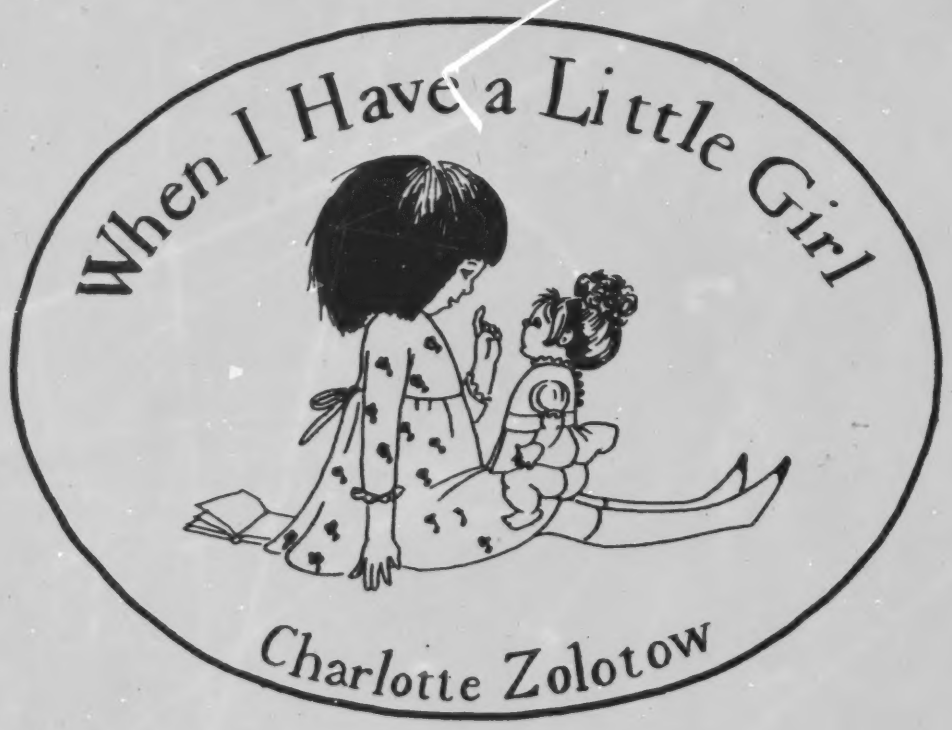
- Come and Have Fun ____
- The Day the Sun Danced ____
- Engine, Engine Number Nine ____
- Hurry, Hurry ____
- Johnny Lions Book ____
- Last One Home is a Green Pig ____
- So So Cat ____
- Stop Stop ____
- Who Will Be Mine ____

59

My new words

Date _____

Draw a picture of what you would do if you were left home alone.



Other books by
CHARLOTTE ZOLOTOW
I have read: ✓

- Big Brother
- Big Sister and Little Sister
- Do You Know What I'll Do?
- Hating Book
- I Have a Horse of My Own
- I Want to Be Little
- Over and Over
- Park Book

61

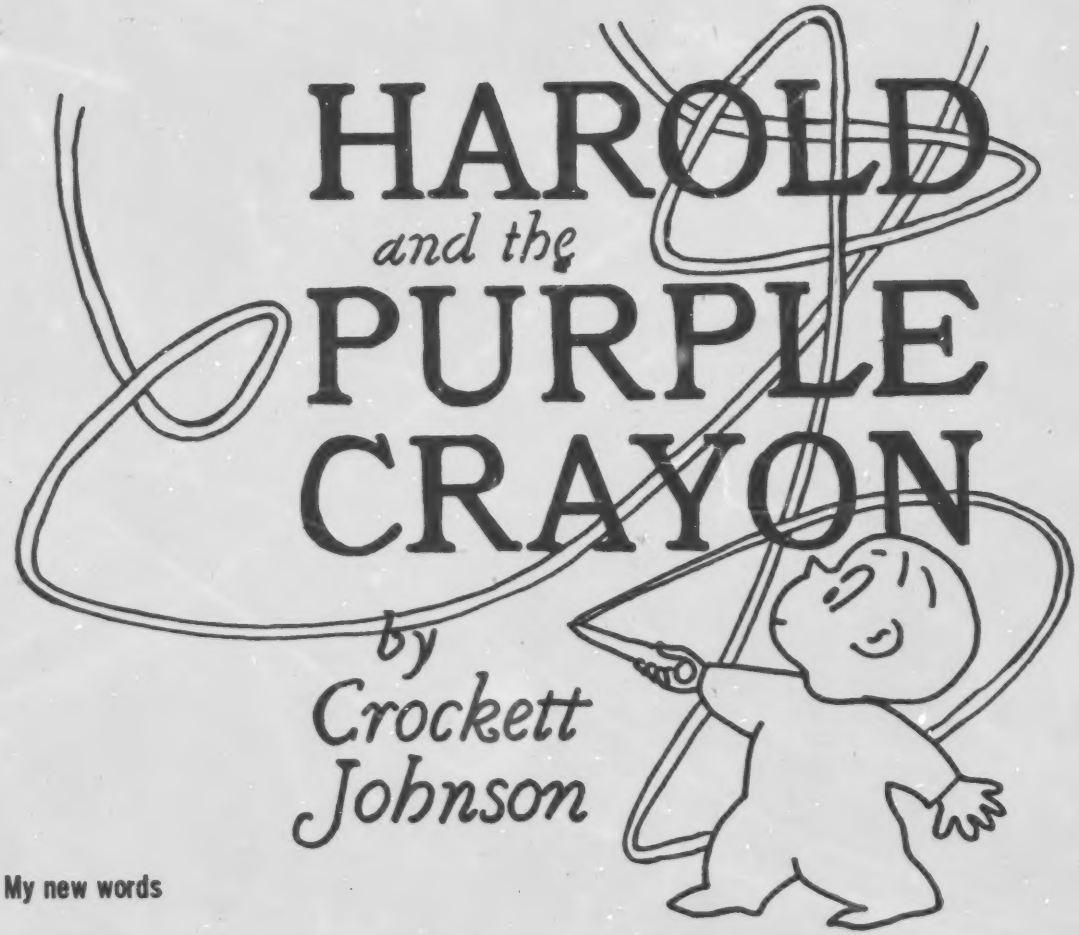
My new words

Date

Draw a picture of something you would let a little girl do.

HAROLD and the PURPLE CRAYON

by Crockett Johnson



Other books by CROCKETT JOHNSON I have read: ✓

- Blue Ribbon Puppies
- Castles in the Sand
- Harold's Trip to the Sky
- Picture for Harold's Room
- Terrible Terrifying Toby
- Upside Down
- We Wonder What Will Walter Be: When He Grows Up

63

My new words

Date

Take a purple crayon and show how Harold would draw.

WHERE THE WILD THINGS ARE

BY MAURICE SENDAK

Other books by
MAURICE SENDAK
I have read: ✓

- Chicken Soup With Rice
- Hector Protector
- Higglety Pigglety Pop
- One Was Johnny
- Sign On Rosie's Door
- Very Far Away

My new words

Date

69

Draw a wild thing.

THE HAPPY LION

by Louise Fatio

Other books by LOUISE FATIO I have read: ✓

- Doll for Marie
- Happy Lion and the Bear
- Happy Lion in Africa
- Happy Lion Roars
- Happy Lion's Quest
- Happy Lion's Vacation
- Red Bantam
- Three Happy Lions

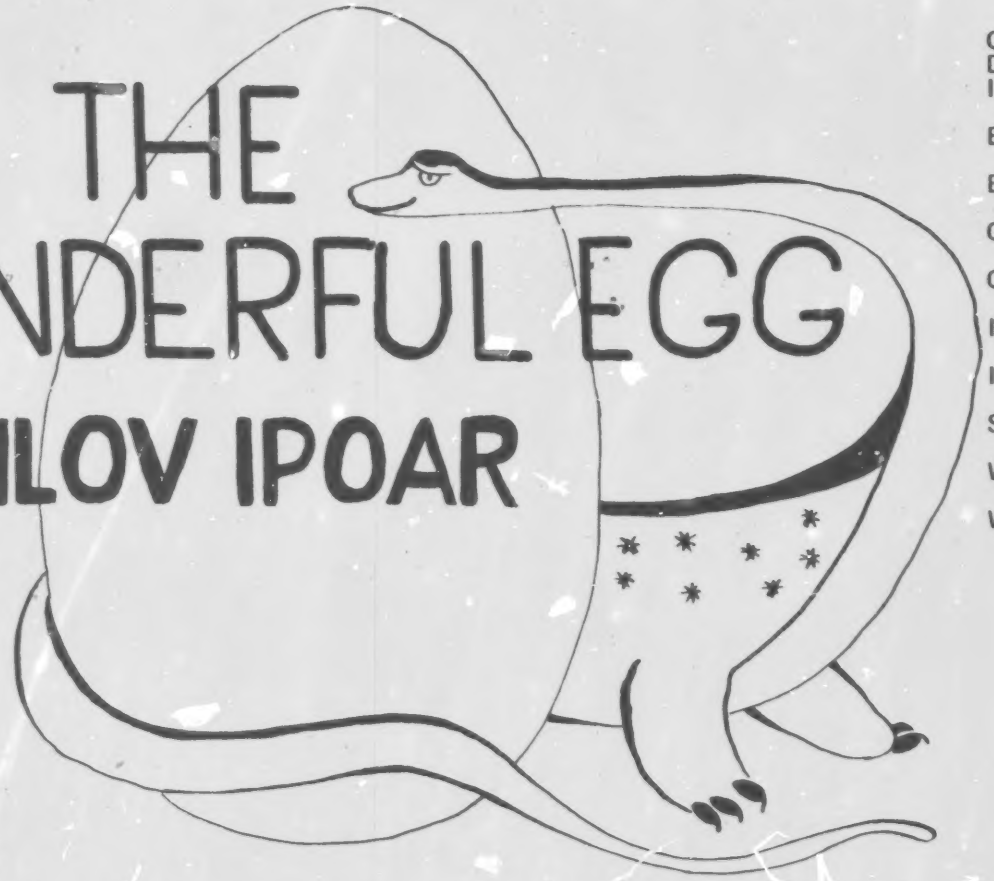
My new words

Date _____

Draw a picture of the Happy Lion's friends when he came to see them.

THE WONDERFUL EGG

DAHLOV IPOAR



69

Other books by DAHLOV IPOAR I have read: ✓

- Black and White ___
- Brown Cow Farm ___
- Calico Jungle ___
- Cat at Night ___
- I Like Animals ___
- I Love My Anteater With An A ___
- Stripes and Spots ___
- Whisperings and Other Things ___
- Wild Whirlwind ___

My new words

Date _____

Draw a picture of what hatched from the wonderful egg.

Birthdays Are for Everyone

CHARLOTTE STEINER

71

Other Books by CHARLOTTE STEINER I have read: ✓

- Annie's ABC Kittens
- Good Day, Which Way
- Hungry Book
- I Am Andy
- I'd Rather Stay With You
- [illegible]est Mother Goose
- My Bunny Feels Soft
- Ten In a Family
- Tomboy's Doll
- What Do You Love
- What's the Hurry, Harry

My new words

Date _____

Draw a picture of something you would like to get for your birthday.

Write the date of your birthday under the picture.

ED106818

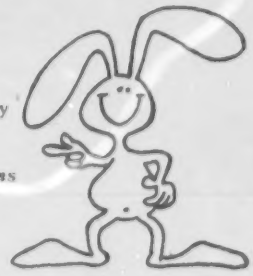
THE GREAT STUDIES LIBRARY READING PROGRAM

Level E

NORMA DICK
Elementary Curriculum Coordinator

SUE VAN DOREN
Reading Resource Teacher

Illustrations by
Kim Davis
Eleanor Williams



1972

Floyd B. Buchanan, Ed.D.
District Superintendent

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Vice-President

Ralph J. Lynn
President

John Coffman
Clerk

A.P. Biglione

Sara Jane Kayser

Claude Shellenberger

Calvin F. Wise, D.D.S.

CS001869

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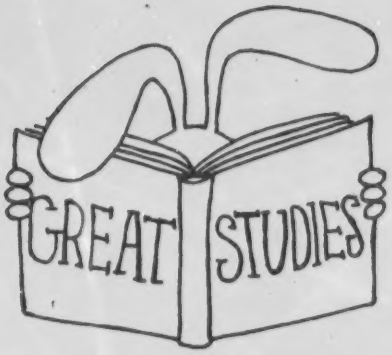


EXPLANATION:

The Great Studies Reading Program is set up to help you read books about many things.

1. The library is the center of the total reading program.
2. You will read books from a category of your choice for a two-week period.
   a. You will be able to read books from 18 areas of knowledge during the school year.

IMPLEMENTATION: or beginning

You will:

1. Select or pick your own book at the library from the category of your choice.
   a. Read as many books from a specified category as possible during the two-week period.
2. As you read, choose new words you wish to learn and add them to your word list on page 11.
   a. Prepare a word strip (vocabulary card) as shown on page 6 .
3. Complete an activity for each book read which is added to your student notebook.
4. Complete at least one synopsis each quarter to be added to a class book for the other students to read.
5. Meet with a group to discuss, analyze, and evaluate the books being read at <u>least</u> once every two weeks.
6. Meet with the teacher for suggestions, discussion and evaluation.

WHAT DOES THE STATEMENT BELOW MEAN?

QUALITY IS MORE IMPORTANT THAN QUANTITY IN THE GREAT STUDIES READING PROGRAM

Write your answer on the lines below.

_____

_____

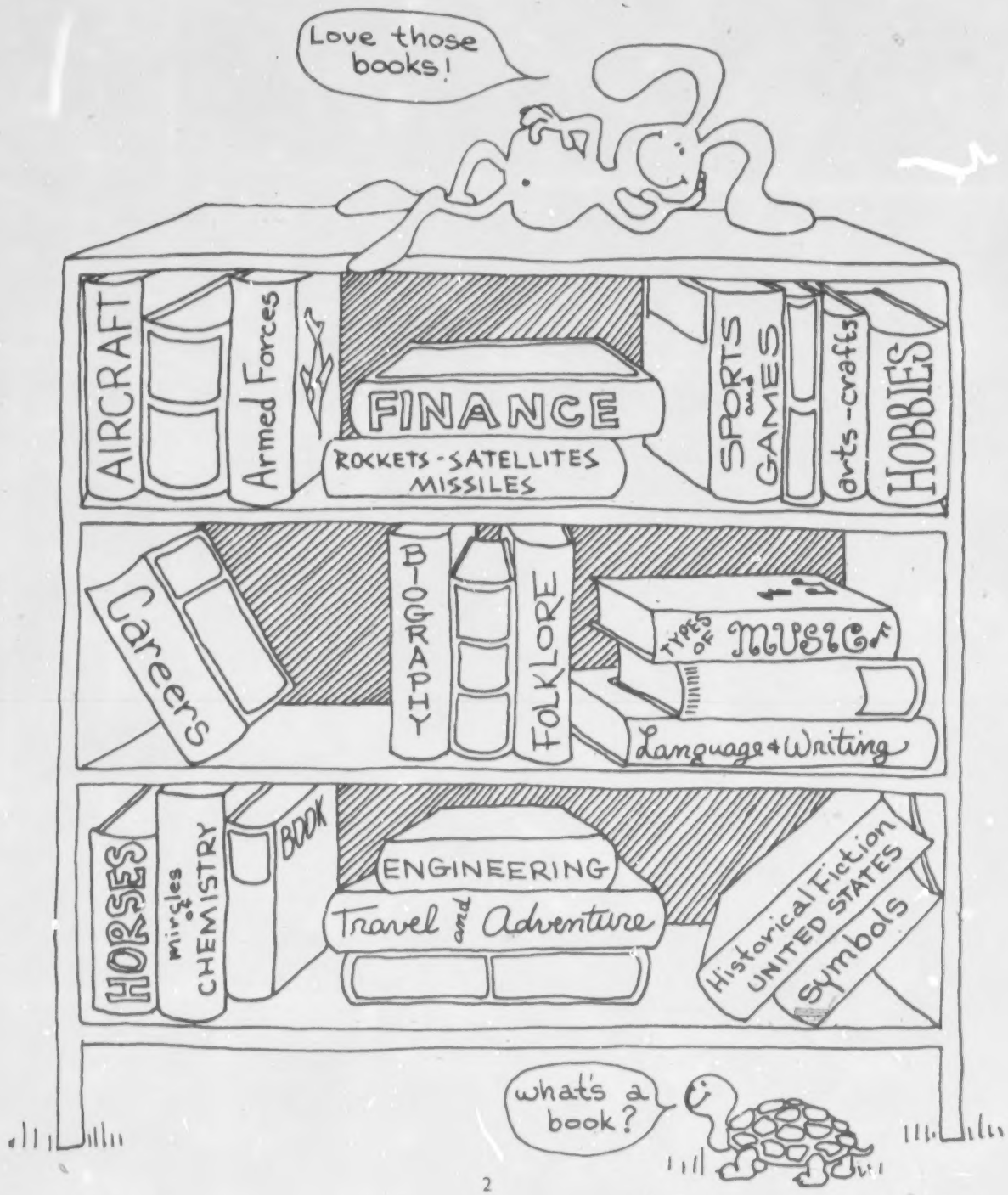
_____

_____

_____

GREAT STUDIES BOOK SHELF

The Great Studies Reading book shelf is a chart showing the major areas of knowledge and human achievement from which you will select books during this school year. As you finish an area of knowledge or category, color the corresponding book. This will show you at a glance the areas completed and the areas of knowledge yet to be explored.



REMEMBERING: You may have used the Great Studies Library Program last year. If so, you are an "old hand" and will only need a little review before you begin. You know how interesting and exciting the program is.

In order to make sure you are ready to begin, answer the questions below.

1. What is a category? _____

_____

2. About how long do you read from each category? _____
3. What is the purpose of the card catalogue? _____
4. What does fiction mean? _____
5. What does non-fiction mean? _____

NEW CATEGORIES: If you were in the program last year you remember the Great Studies Book Shelf. This year you will be reading from new areas of knowledge so you will be using a new Book Shelf. Look at the new shelf on page 2. Read each category carefully.

ACTIVITIES: Last year, if you worked on Great Studies Activities, you know what they are. This year you will again be working with forty activities, but most are new. Read each activity carefully. Your teacher will hold a class discussion to make sure everyone understands the activities and their purpose. The activities are fun to do. Often they are so much fun you might forget how important neatness and accuracy are.

List a few Standards for Activities below. Be ready to discuss them with the rest of the class.

1. _____
2. _____
3. _____
4. _____
5. _____

Your Book: You are now ready to select your first book. You know to read your book carefully. After you have done this, you are ready to pick your first activity. You will probably want to reread the activities in order to pick the one that best fits your book. Remember, you must only use an activity twice so select yours carefully.

Ready to Begin: Now — You have picked your activity and have a few standards in mind for doing your activity. Before you actually begin, answer the questions below. You will discuss your answers with the rest of the class.

1. Where do I go for supplies? _____
2. Where do I turn in my activity when finished? _____

NOW YOU ARE READY TO BEGIN! GOOD LUCK!

Books I Have Read in Each Area of Knowledge

1. **SPORTS AND GAMES** Date _____
   Author _____
   Title _____

2. **AIRCRAFT** Date _____
   Author _____
   Title _____

3. **BIOGRAPHIES** Date _____
   Author _____
   Title _____

4. **HOBBIES** Date _____
   Author _____
   Title _____

5. **LANGUAGE AND WRITING** Date _____
   Author _____
   Title _____

6. **CAREERS** Date _____
   Author _____
   Title _____

7. **FOLKLORE** Date _____
   Author _____
   Title _____

8. **MIRACLES OF CHEMISTRY** Date _____
   Author _____
   Title _____

9. **TYPES OF MUSIC** Date _____
   Author _____
   Title _____

10. **FINANCE** Date _____

Author _____

Title _____

11. **ARMED FORCES** Date _____

Author _____

Title _____

12. **ARTS AND CRAFTS** Date _____

Author _____

Title _____

13. **ENGINEERING** Date _____

Author _____

Title _____

14. **HISTORICAL FICTION - UNITED STATES** Date _____

Author _____

Title _____

15. **ROCKETS, SATELLITES AND MISSILES** Date _____

Author _____

Title _____

16. **SYMBOLS** Date _____

Author _____

Title _____

17. **HORSES** Date _____

Author _____

Title _____

18. **TRAVEL AND ADVENTURE** Date _____

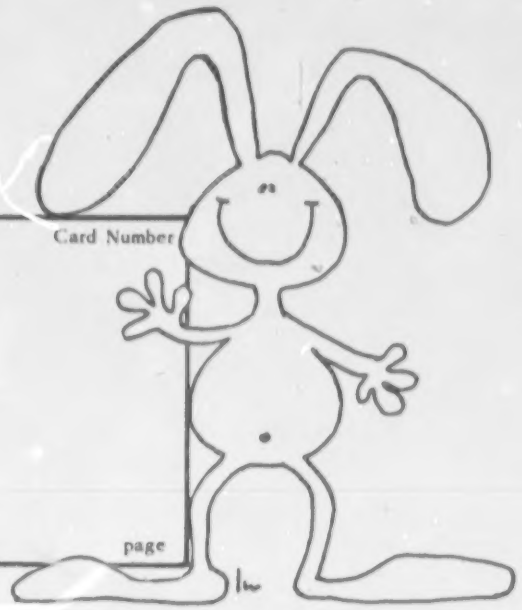
Author _____

Title _____

Word Strips (Vocabulary Cards) *

Material Set Up

1. Cut 9 x 12 scratch paper into 3 x 6 inch strips.
2. Write the new word in the upper left hand corner.
3. Write the dictionary respelling in parenthesis directly after the word.
4. Place the corresponding number from the word list on page 11 in the upper right hand corner.
5. Write a clear, simple definition of the word using a dictionary.
6. Write an original sentence using the word to demonstrate your understanding of the word.
7. In the lower left hand corner write the title of the book. In the lower right hand corner write the page number where the word is used.
8. Use a paper clip to keep all word strips together.



Model Word Strip

Word: (respelling) Card Number

Definition:

Sentence:

Book: page

Sample Word Strip

solitude (sol'ə-tood') 8

The condition of being alone; loneliness

He went to the mountains for a period of solitude.

Thoreau of Walden Pond p.143

* from "Pupil Motivated Individualized Instruction," Dr. Floyd B. Buchanan

ACTIVITIES

You will be able to choose an activity for each book that you read while working in the Great Studies Reading Program. You may choose the activity, but no activity may be used more than twice. You must date each activity in the space provided. Also, for one activity for each quarter (at least four per year) you must write a synopsis, or summary, of a favorite book to be included in the class book for others to read. A description of the synopsis, or summary, is given on the following page.

You may do more than one activity per book. You may wish to include pictures, magazine articles, maps, biographical sketches of authors, etc., to make your notebook more meaningful and interesting. The notebook will be a part of your reading grade and should be done carefully. You may use your notebook to share during the group discussion period and for conferences with your teacher.

The following sample of the Great Studies Activity Forms, which begin on page 25 should be filled out carefully for each book that you read. Use the space provided to write your activity, or a description of your activity.

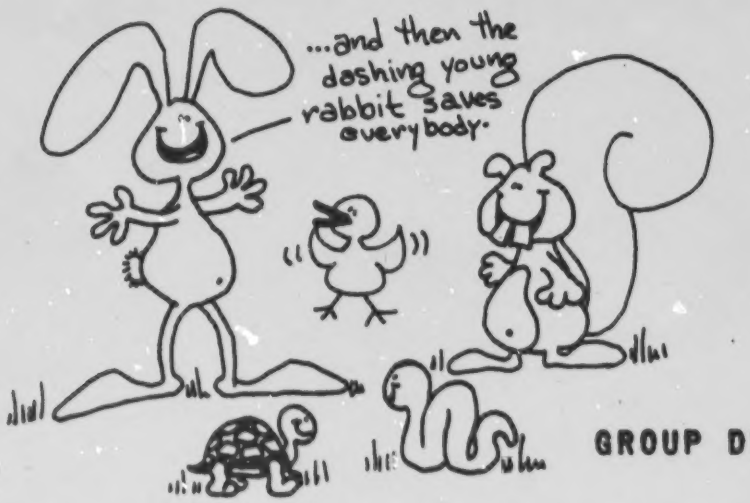
EXAMPLE

Activity: # 16
Illustrations: Biography
Date April 16

Title: Young Baseball Champions
Author: Steve Gelman
Category: Biography

Babe Ruth

George Herman Ruth was raised in a Home for Boys which



GROUP DISCUSSION

Your group will meet together once or twice every two weeks to share and discuss the books which have been read. This will give you an opportunity to express your own ideas and viewpoints orally. Be sure you are prepared when you meet with your group. Be ready to ask the group questions about their books. It is not enough that you read for pleasure and gain knowledge. It is necessary that you learn to analyze, criticize, and evaluate the specific ideas of an author.

What does it mean to analyze, criticize and evaluate? Look up these words and write a definition or meaning for each one.

ANALYZE _____

CRITICIZE _____

EVALUATE _____

Be ready to discuss your definitions with the rest of the class.

STANDARDS FOR GROUP DISCUSSION

1. Be an active participant.
2. Keep the discussion to the subject.
3. Do not talk too long.
4. Help others to take part.
5. Ask questions if you do not understand.
6. Listen carefully to what is being said.
7. Allow others the courtesy of speaking when you have finished.

WRITING THE SYNOPSIS

The word synopsis came into the English language by way of the ancient Greeks. It means a general view, as of a subject or its treatment; an abstract; syllabus; a summary. There are many values in synopses. They have been used by great scientists to quickly locate essential information. Scientists are busy men and they have to work quickly to find answers to their problems. Currently, our scientists who are working and studying how to send a man to Mars must have short, easy to read and very complete synopses of the writings of other scientists that directly effect their work. This helps them learn about many things more rapidly.

Many of us also like to learn about many things. Our big problem is TIME. We want to learn about things that interest us — hobbies, space explorations, go-carts, folk songs. One of the best ways to learn this information quickly is by reading synopses. We can all share the information we have gained from the Great Studies Reading Program by writing good synopses of books read and including them in a class book.

STANDARDS FOR SYNOPSIS

1. Does it give a general view of a whole subject (or book)?
2. Is it written in short but complete form?
3. Does it give the reader the essential information he is looking for?
4. Does it include your personal evaluation?

HELPING YOU WRITE YOUR SYNOPSIS

In setting up an outline or notes for your synopsis, here are some things you should be looking for as you read the book.

1. What are the most interesting features of the book?
2. Is it necessary or essential that we know the time, the place, or the setting of the story?
3. Do the characters need to be identified to see how they fit the development of the story?
4. Do certain characters influence the plot by their personalities, attitudes, and actions?
5. Can you identify the author's purpose?
6. Do the illustrations help to interpret the story?
7. What are the cause and effect patterns as they relate to plot development?
8. Describe the most critical point in the story where the author brought out climax.

QUESTIONS YOU MAY ASK

How long should my synopsis be?

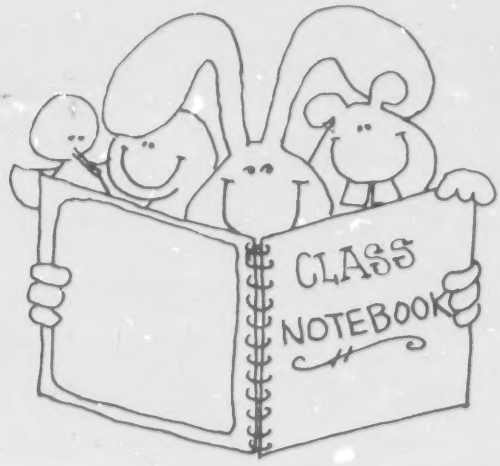
Your synopsis should be short but complete. One typed page or two handwritten pages would be sufficient.

When do I write my synopsis?

You write your synopsis when you complete the book; however, the easiest way to write a synopsis is to jot down notes or outline important things you want to include when they are fresh in your mind. You may want to write down ideas while you are reading your book.

What do I do with my synopsis when it is complete?

Place your synopsis in the class notebook for others to read.



Word List

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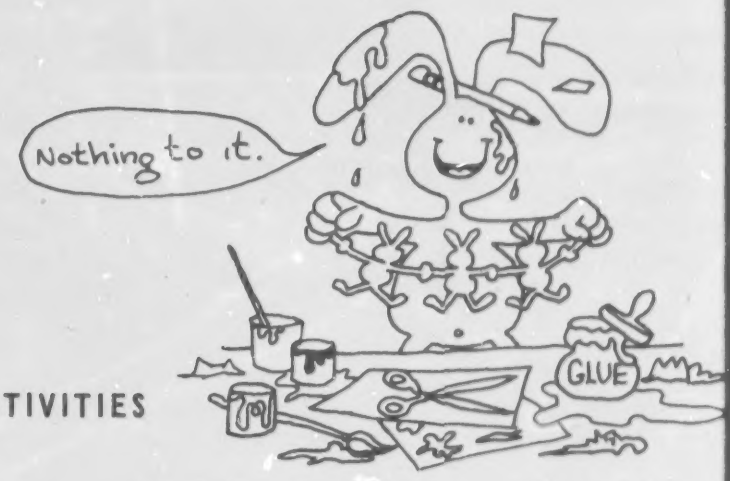


ACTIVITIES

There are many ways to share books you have read. Here are some ideas you can use to share your book. Choose an activity that suits the book you have read. Be sure to record the date you use each activity and do not use the same activity more than twice.

Perhaps you can think of other interesting activities which you would like to use to tell about your book. Write the directions for your original activity in the blank activity section for your teacher and other students to read.

1 COMPREHENSION

Draw a series of pictures to show the main things that happened in the book.

1. What happened in the beginning?
2. What happened next?
3. How does the story end?

Date _____ Date _____

2 COMPREHENSION

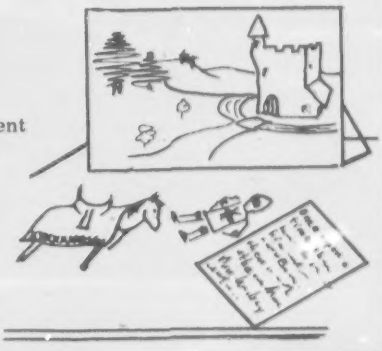
Describe a character in a story. Write an account of what you would have done had you been one of the characters instead of what the character did.

Date _____ Date _____

3 COMPREHENSION

Prepare a written book review or summary of the book to present to a class of children younger than your class. Be sure to make your presentation interesting.

Date _____ Date _____



4 COMPREHENSION: CAREERS

After reading a book from the category, write a description of a career such as farming, F.B.I., fire fighting or nursing.

1. Tell what training or schooling is needed in order to do the job.
2. Describe some of the good points and bad points of the job.
3. Tell why you would or would not like to do the job.

Date _____ Date _____

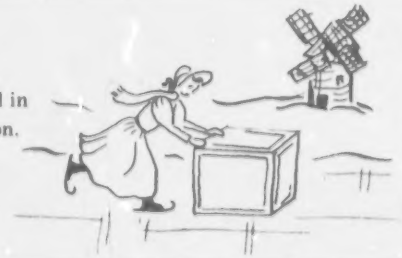
5 CREATIVE WRITING

Write another ending for your story. Be sure that it is a logical ending.

Date _____ Date _____

6 CREATIVE WRITING

Describe or write a biographical sketch of one character. Fill in what you don't find in the story, using your own imagination. Illustrate your character.



Date _____ Date _____

7 CREATIVE WRITING

After reading a travel book, prepare an illustrated lecture or talk to present to the rest of the class.

Use:

1. postcards
2. slides
3. photographs
4. pictures clipped from magazines

Date _____ Date _____

8 CREATIVE WRITING

After reading a book on music, prepare a description of a particular instrument described in the book. Illustrate and carefully label your picture. Be prepared to explain your illustration and read your description to the rest of the class.

Date _____ Date _____

9 CREATIVE WRITING: CAREERS

After reading a book from the career category, write a letter to find out more information about the job.

1. Check the back of the book for places to write
2. Check the telephone book
3. Ask the librarian

Date _____ Date _____

10 CREATIVE WRITING: MUSIC

Compose an original song. You may want to use a melody that you already know. Write out the words on a ditto and teach your original song to the rest of the class.

Date _____ Date _____

11 CREATIVE WRITING

Write a letter to a friend to "spread the good word around" about your book..

1. Make sure you use correct capitalization, spelling and punctuation.
2. Be ready to read your letter orally if it is to be sent to a friend outside your classroom.

Date _____ Date _____

12 ILLUSTRATIONS

Make a book jacket for the book.

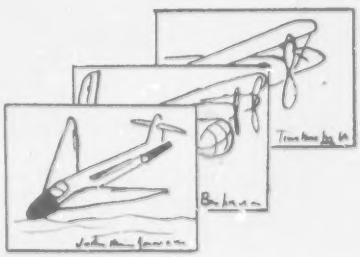
1. Make a colorful cover. Draw, or find, one or more pictures that help to show what the book is about.
2. Be sure the title and author are printed neatly.
3. Write a short paragraph about the book in an interesting way so that others will want to read the book. Copy the paragraphs neatly on the book jacket.

Date _____ Date _____

13 ILLUSTRATIONS

Sketches or drawings could be used to illustrate your book. Some suggestion are:

1. How to make glass
2. Drawings to illustrate the different kinds of power boats.
3. Sketches of the different kinds of airplanes.
4. Sketches of horses.
5. Kinds of machines used in the space industry.



Date _____ Date _____

14 ILLUSTRATIONS

Draw a sketch of a favorite character from the book you have read. Write several sentences describing the person and how his attitudes or ways of behaving changes.

1. Did he become friendly, evil?
2. Did he learn to love his enemies?

Date _____ Date _____

15 ILLUSTRATIONS

Illustrate a period of time out of the past from the book you have read. Write a description of the particular time. Try to make the rest of the class want to live during that time period.

Examples:

1. The Colonial period
2. The Civil War period
3. The old west

Date _____ Date _____

16 ILLUSTRATIONS: BIOGRAPHY

Illustrate a famous person such as Eleanor Roosevelt, Juluis Caesar or Harry Truman. Write a description of your person. Include how he acted as well as how he looked. Try to make this person " come alive" for the rest of the class.

Date _____ Date _____

17 INTERVIEWS: CAREERS

After reading a book from the career category , arrange to interview someone doing the job now. Tape your interview for the rest of the class. You may want to ask:

1. Why are you doing your job?
2. What is good about the job?
3. What is bad about the job?

Date _____ Date _____

18 DRAMATIZATION

Prepare a 5 minute radio or television script of a favorite event from your book

1. Select a cast
2. Rehearse
3. Present the dramatization to the class

Date _____ Date _____

19 DRAMATIZATION

Prepare a pantomine of a particular type of travel, career or hobby. Make the rest of the class guess what you are doing.

Date _____ Date _____

20 DRAMATIZATION: MUSIC

Plan to dramatize a ballad or folk song for the class. Teach the folk song to the rest of the class.

1. Write out the words on a ditto so each person has a copy.

Date _____ Date _____

21 ARTS and CRAFTS

There are many kinds of construction projects you could make to illustrate the book you have read. Be sure to label the project, giving your name, the name of the object, and the title of the book. Some ideas for construction are:

1. A mission complete with gardens
2. A model of scuba diving equipment
3. A covered wagon[
4. A model of the first airplane
5. A model of a sailing ship
6. A paiper mache' head of a biographical character such as Albert Einstein
7. A flag used during the Civil War or Colonial period
8. A model of a space satellite
9. A doll dressed in an early American costume
10. A model railroad
11. A castle surrounded by dragons
12. A model of a musical instrument used in playing jazz
13. A model of different coins used
14. A kite
15. A mask
16. A flower arrangement

Date _____ Date _____

22 ARTS and CRAFTS

Make a diorama to illustrate a favorite scene from your book.

1. Each diorama must have a written explanation of its contents.
2. Label carefully, giving the title of the book and your name.

Date _____ Date _____

23 ARTS and CRAFTS

Make puppet characters and act out a scene from the book for the rest of the class.

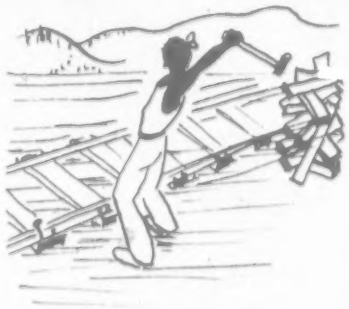
Types of puppets are:

1. wooden
2. paiper mache'
3. string
4. paper bag
5. hand or finger
6. cardboard shadow.

Construct a miniature stage for part of the story. You could make your stage out of cardboard, wood or use a metal box. Make sure you rehearse your show before presenting it to the rest of the class.

Date _____ Date _____

24 ARTS and CRAFTS



Illustrate a scene or important event from your book using colored chalk. Make a sketch on a piece of scratch paper before working on your final drawing. Spray your picture with (shellac) or spray net so it will not smear.
An example might be to sketch John Henry and his hammer from the folklore category or the Prairie School from the Historical fiction- United States category.

Date _____ Date _____

25 RESEARCH and REPORTING

Draw pictures of some of the different horses described from the book you have read in the horse category. Label each picture carefully, giving the following information:

1. Name
2. Size
3. Color
4. Interesting characteristics

Date _____ Date _____

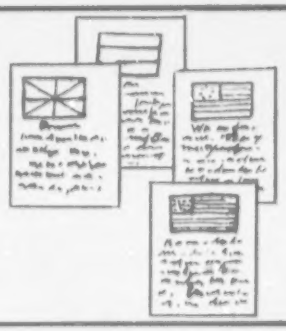
26 RESEARCH and REPORTING

Write a brief biographical sketch about the author of the book. Find the titles of other books which this author has written by looking in the card catalog or other reference materials. Compare two books by the same author.

1. How are the books alike? Different?
2. Are the settings alike or different? Explain.

Date _____ Date _____

27 RESEARCH and REPORTING



Report on the history of flags of the U.S.A. Show samples of the different kinds of flags. Give a brief history of each flag.

1. What colors are used?
2. What symbols are used?
3. Why was the flag used?
4. Is the flag still in use? Why or why not?

Date _____ Date _____

28 RESEARCH and REPORTING

Briefly describe how our money is made.

1. Who makes our money?
2. Where is it made?
3. What types of materials are used?

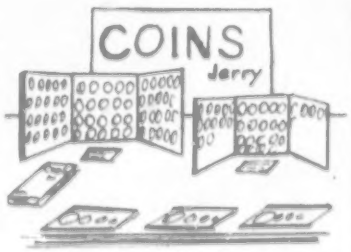
Date _____ Date _____

29 RESEARCH and REPORTING

Many topics, such as chemistry, have a new and different vocabulary. Many of the words will be unknown to you and the rest of the class. Make a list of new words and their definitions. Put the word on the front of the card and definition on the back. Quiz yourself and other students in the class.

Date _____ Date _____

30 HOBBIES and COLLECTIONS



After reading a book from the hobby category, arrange a display of your hobby or collection for the class to enjoy.

Examples:

1. dolls
2. tools
3. stamps
4. coins
5. slot cars
6. model boats

Be sure your collection is labeled neatly and accurately

Date _____ Draw _____

31 HOBBIES and COLLECTIONS

Start a scrapbook of the history of space exploration. Clip pictures and articles from the newspaper and magazines.

1. Cut and mount your clippings carefully in a scrapbook.
2. Share the scrapbook with the rest of the class.

Date _____ Date _____

32 MAPS

Construct a map which would illustrate your book. You might plot the voyage of Kon Tiki, the Lewis and Clark Expedition or the Oregon Trail.

Types of maps:

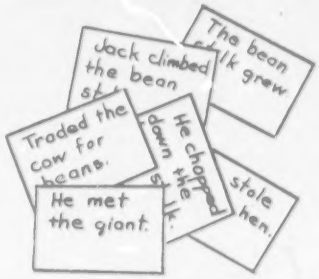
1. salt and flour
2. Papier mache'
3. Crayon
4. paints

Label your map carefully and accurately.

Date _____ Date _____

33 ORGANIZATION

After reading your book, list 5 or 6 important events. List each event on a separate card or piece of paper. Scramble the events and then arrange them in correct order. Try to trick a friend or other member of the class.



Date _____ Date _____

34 ORGANIZATION

After reading a book with title chapters, pick 3 or 4 title chapters and list them on separate cards or pieces of paper. Under each title of the chapter tell why you feel the author choose that particular title. If you disagree with the author's choice, tell why you disagree.

Date _____ Date _____

35 ORGANIZATION

Write a paragraph in 30 words or less telling the main idea of your book. List 5 sentences from your book that support your main idea.

Date _____ Date _____

36 ORGANIZATION

Summarizing and organizing ideas.

1. Pretend that you are a newspaper reporter. Write a news story of not over one hundred and fifty words for your newspaper, remembering that a well-written story should tell who, when, where, why, and how, very early in the story.

Date _____ Date _____

37 INTERPRETATION

After you have read a fictional story:

1. Choose two characters from the story and compare their actions. Was one character brave? Cowardly? Was the other character kind? Cruel?
2. Write a paragraph explaining which character was your favorite.

Date _____ Date _____

38 INTERPRETATION: Relating ideas gained from reading to personal experience.

1. Who is the main character?
   a. What problem or difficulty did he face?
   b. When were you first told of his problem?
   c. How did he meet his problem and solve it?
   d. Did anyone help him?
2. How would you have solved the problem? (paragraph)
3. All of us have had problems and solved them - with or without help. Write about one of your problems or difficulties and how you solved it.

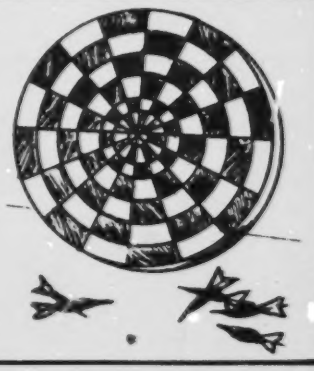
Date _____ Date _____

39 EXPERIMENTS: CHEMISTRY

Do a scientific experiment from your book. Gather your materials carefully. Do your experiment once for practice. Do your experiment again for the rest of the class. Compare the two experiments. Were the results the same? Why or why not?

Date _____ Date _____

40 DEMONSTRATIONS: SPORTS and GAMES



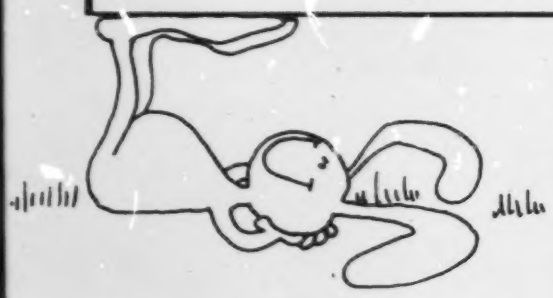
After reading a book about kites, boats, chess, etc., prepare a demonstration for the rest of the class. Be prepared to teach the rest of the class your new sport. Before your demonstration write down the rules of the game and the materials or equipment needed. Make sure you have everything you need before you begin.

Date _____ Date _____

Date _____ Date _____

Date _____ Date _____

Date _____ Date _____



Activity: # _____ Title _____

_____ Author _____

Date _____ Category _____

WELDON READING PROGRAM

Our primary classrooms are using a system of classroom management utilizing "Learning Stations." The classroom is divided into learning areas which are labeled and the child moves from one to another guided by his own program card. The child is dealing with the communicative process at each station whether it be reading silently, orally, listening or writing. For three hours each morning the student is exposed to a constant input of words that increases his communication skills. There are a variety of stations such as the following:

(a) Basal reading station with teacher (Holt Basic Reading System)
(b) Recreational reading station
(c) Language-experience station--writing activity
(d) Skills-box station
(e) Filmstrip station with aide
(f) SRA reading station
(g) Listening center - taperecorder with headsets
(h) Seat work station - in conjunction with basal reader activities

The student is programmed to the stations based on his individual needs as pointed out by diagnostic reading tests. The teacher has charted which reading skills the child needs work on and rechecks periodically to see which of those have been mastered. This is the basis of our reading program. You must find out specifically where the child needs help and diagnosis. The learning stations approach with the use of volunteer aides, such as older students and parents, provides the teacher with a system whereby she can provide more concentrated time with the students who need extra help without neglecting the others. The small groups know exactly what to do and can work at their own pace. They stay at a station for approximately twenty minutes before they move on to another. This keeps their program from becoming rountine and dull and they are unaware of having reading for a three-hour period.

The use of parent aides has proven most successful. All parents are invited to participate.

We have emphasized a special home reading club in the primary grades this year. Children learn to read as a result of a total life experience. Learning to read does not start and stop with the regular school day. All the printed letters, words, and sentences which the child meets during his waking hours can help him to be a better reader. Our home reading program puts a child in touch with these letters, words, and sentences. We have added reading activities outside of the regular school day to the reading acitivities during the school day -- hoping that the sum total will be better reading and non-school reading should not be separated.

We have set down certain requirements to emphasize these to parents in conferences. The most important factor is that the parents, family, must be interested. The program should always be fun. There should be no failures in the home reading program, no tears, and no pressures.

Children participate because they want to. There should be some sort of reward.

We have emphasized to many parents that there must be someone at home, a parent, sister, brother, or grandparent who will give the child ten minutes per evening to listen to him read or read to him. This is where I feel the danger of watching too much television lies. It is so comfortable and easy. There's no time to explore books, no time to sit down with the child and discuss a book or listen. Many of our previously non-readers are finding out that they can have their television and still read at home. We are very happy with the results of emphasizing home reading. We let children take books home by the handful and reward them accordingly.

We encourage children to be interested in words. If a child sees a word in his reading at home or at school that interests him, he copies it down to present it to the class. The teacher prints the word on a large strip of paper and the word is put on the "word wall". The primary rooms at Weldon have words attached all over the place. We try to saturate the environment with letters, blends, and words. The class studies the word wall looking for letters and sounds they have talked about. The words you will see in a primary classroom are generally more sophisticated than you will find in the basal reader. This expansion of the child's oral vocabulary to a reading vocabulary is one thing we are after. Have you ever thought about the number of words that a first grader can say yet cannot read if you put them on paper? Children have a tremendous curiosity about words.

The trick is to keep this curiosity alive to nurture it. We encourage the children to do much more writing. Audio-visual aids are used to stimulate thoughts on what to write on. The primary children enjoy watching a film or filmstrip and then writing about what they have seen. They draw pictures that accompany their stories and share their creativity with the class. The stories are an integral part of the whole language experience process. This is a planned method of letting the children use the new words they have discovered during the week's reading. The children are discovering how to talk on paper using words they know and are comfortable with.

We have been very pleased with the learning stations, home reading club, and the language experience approach. Many children who seemed to be turned off to reading are taking a second look and most primary children are happy to discover that they know so many words already and that learning to read is fun.

WELDON LEARNING STATIONS

by Kathy Schletewitz

PHILOSOPHY

Learning stations were developed as a means of approaching individualization within a self-contained classroom.

Their aim is to meet the needs of the students through a program of diagnosis and prescription utilizing time, space, and funds most effectively.

The mobility provided by Learning Stations produces student involvement, creates student responsibility, and relieves boredom, thus setting up an active environment suitable for learning.

The student is not stuffed into a Learning Station indiscriminately. There is a purpose and a predicted outcome. If the predicted outcomes are to be met the student must be prepared to participate toward the results. The Learning Station is teaching freedom with responsibility.

DESCRIPTION

The Learning Station program is designed to involve the student through all of his senses, as well as mentally, socially, emotionally, and physically. The student becomes involved in the learning process by "doing".

BACKGROUND

Learning Stations were introduced to Weldon Elementary School in 1970 by Dr. Robert Shore, a Professor of Education at California State University at Fresno.

Dr. Shore was hired as a consultant at the Weldon Elementary School to design a program to increase reading competencies of children in grades one through six.

STRUCTURE

Classroom furniture should be arranged to allow for optimum freedom of movement. There should be a clearly defined area for each Learning Station. If possible, a quiet corner with a small rug on the floor and a book shelf to be used as a mini class library.

Each station should be clearly labeled. Stations and activities may be available on bulletin boards, counter tops, or in shelves.

The station materials and instructions are carefully planned so that children learn at their own rate according to their own learning style. Examples of possible stations are as follows:

1. Visual station
2. Audio station
3. Basal station
4. Paired reading - recreational reading
5. Skills station
   a. Barnell Loft
   b. S.R.A.
   c. READ

PROCEDURE

Diagnostic tests should be administered in order to find the strengths and weaknesses of each student. It is important to outline the students' objectives so that concepts or skills needed will be adequately provided for.

The students are placed into groups. There is no one way of establishing groups. Heterogeneous groups, though, do place the children in a real world situation. Thus, the more able student can help the less able student. The teacher may group according to needs, interests, or even friends as long as the grouping remains flexible.

Students are now ready to be scheduled into specific Learning Stations according to their needs. Do not schedule all students into all stations.

When scheduling, a time allotment of twenty to thirty minutes per station will give the maximum of benefit to the student. A kitchen timer or something similar can be used to indicate when the time allotted for the station has elapsed.

Each Learning Station must contain the following:

1. Provisions for different ability levels
2. Directions charted in sequence
3. Means for evaluation
4. Necessary supplies conveniently located

Most teachers allow the students a week to complete assignments. A contract may or may not be used at the primary level; but at the intermediate level, I believe, a contract is necessary.

If a contract is used, the student should be involved in setting up goals to be met each week. A conference time should be scheduled for each student to meet with the teacher. This will provide feedback to the teacher and student to see if the objectives and goals have been met.

It is helpful, especially in the primary grades, to have an aide, cross-age tutor, or volunteer parent working in the classroom with the teacher during the Learning Station time. It is also necessary to provide an extra station for the students that complete assignments ahead of time.

PURPOSE

The purpose of Learning Stations is to provide the student with an opportunity for active involvement in his own learning.

Learning Stations may be used to reinforce and provide drill in basic skills and concepts. The methods employed for these stations must be varied and take several different approaches. It is important to prevent boredom, and to accommodate for the differences in learning styles among the students.

The Learning Stations provide activities which will extend or parallel some current classroom instruction. These will provide further study of the skills and concepts introduced.

Learning Stations may also be used to supply enrichment and independent activities. The students should be involved in planning these stations, which are based on their own interests, thus sparking motivation for learning.

APPROACH

After evaluating the needs and interests of students, and establishing goals that will decide what stations are needed — BEGIN SLOWLY.

Start with two or three twenty minute stations twice a week. Introduce the stations to the students, explain how they work, read all the directions together. Allow plenty of time for questions. As class becomes used to individualization, increase learning station time and add more stations.

Students should decide upon their own rules of behavior. A class discussion, with the rules decided upon charted, is one way to accomplish this detail.

When first starting learning stations, have an alternate plan for students who may not be able to handle a group situation. These students will need to be worked into stations gradually.

RESULTS

The Learning Station approach provides the teachers with a system of individualization. The teacher can, now, provide more concentrated time with the students who need extra help without neglecting the others. The students, on the other hand, are becoming self-reliant. The small groups know exactly what to do, and may work with their peers with a minimum of interruption.

Teachers can expect the class to have a higher noise level, but this will be a busy noise. The mobility of the students keeps the program from becoming routine and dull.

The students will begin to make decisions and thus become more successful.

Group _____

	Monday - Wednesday	Tuesday - Thursday	Friday
8:25 - 8:45			
8:45 - 9:05			
9:05 - 9:25			
Recess 9:35 - 9:55			
9:55 - 10:15			
10:15 - 10:35			
Recess 10:45 - 11:05			
11:05 - 11:25			
11:25 - 11:45			
Lunch			

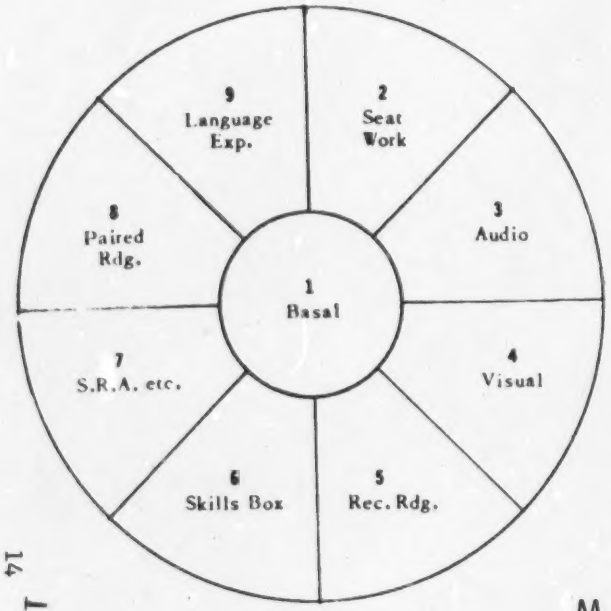
K. Schletewitz

KINDERGARTEN READING READINESS SEQUENCE

1. Has adequate gross motor coordination
2. Has adequate fine motor coordination
3. Has adequate listening skills
4. Has adequate visual perception
   a. Can match shapes, colors, etc.
5. Has adequate visual memory
   a. Can recall a sequence of items
6. Has adequate visual discrimination ability
   a. Recognizes similarities and differences of shapes, colors, etc.
7. Has ability to recognize and name eight colors
8. Has ability to directly match letters
9. Has knowledge of letters shown
10. Has knowledge of letters named
11. Has ability to identify and name letters
12. Has ability to match upper and lower case letters
13. Has ability to hear letter sounds
14. Has a basic sight vocabulary of a, is, are, the, plus 8 color words—using Clovis Rebus Reading Program, books B
15. Has a basic sight vocabulary of a, is, are, the, in, out, on, off, over, under, behind, beside, using Clovis Rebus Reading Program, books C
16. Can count objects to 10
17. Recognizes numerals to 10
18. Understands basic math terms
19. Understands number concepts to 10
20. Can do one-to-one matching of sets
21. Recognizes and writes letters of alphabet
22. Recognizes and writes his own name

WELDON SCHOOL

Name _____



Hour 1 - Red

Hour 2 - Blue

Hour 3 - Green

14 107

8:30 - 9:00
9:00 - 9:25

Recess

9:35 - 10:05
10:05 - 10:35

Recess

10:45 - 11:15
11:15 - 12:45

Noon

M W F
Recess
Recess
Noon

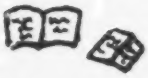
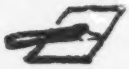
T TH
Recess
Recess
Noon

NOTES

ESEA Title I Project 0115 - Clovis Unified School District

Name _____

Stations

1 - TEACHER
2 - Games
3 - Films
4 -  Books
5 Art
6  Handwriting
7 Word Games
8 Listening
9 Bins
Reading
Workbooks

Monday and Wednesday

I	II	III	IV	V
9:00 - 9:20	9:20 - 9:40	10:00 - 10:25	10:30 - 11:20	11:20 - 11:45

Tuesday and Thursday

I	II	III	IV	V

Schedule Card for _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Opening - flag salute - songs - sharing - attendence				
8:55	Project READ - - - - - - - - - - - -				
9:25					
9:45	Recess - - - - - - - - - - - -				
9:55 10:25		Film Language Experience			
10:55	Recess - - - - - - - - - - - -				
11:05 11:25		Creative Writing			
11:40	Wash - Get ready for 11:45 lunch				

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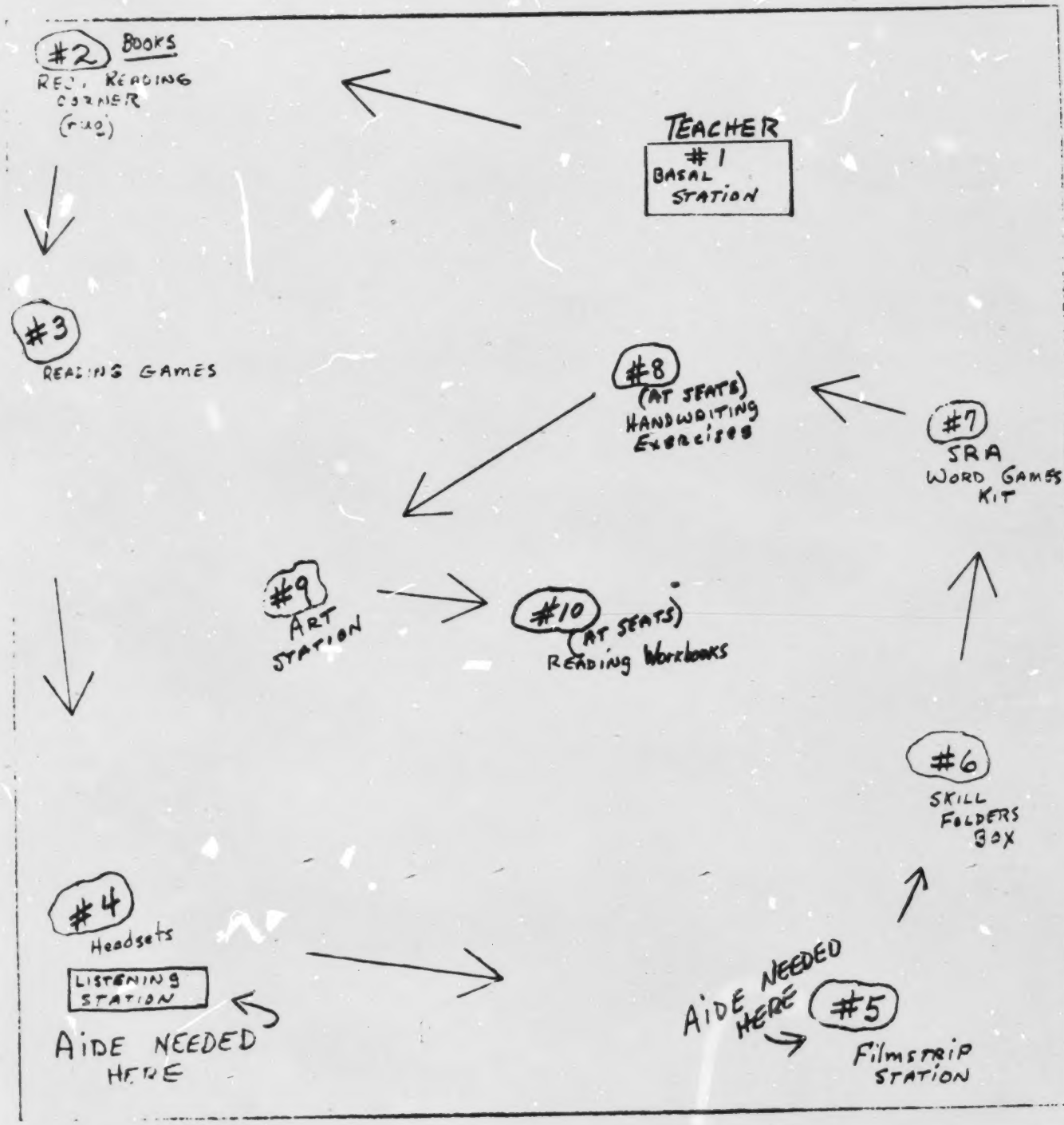
LEARNING STATIONS - PHYSICAL ARRANGEMENT



LUTHER WELDON SCHOOL
150 DeWitt
Clovis, California

Dear Parents:

Several of our primary classrooms are using a system of classroom management using "learning stations." The children move from one station to the next within a classroom under the guidance of their teacher and parent aides. The program runs from 8:30 - 11:30 A.M. each morning.

This approach was used the last part of last year and proved highly successful. Reading scores improved greatly. The parents who volunteered to come into the classroom and help found this a rewarding experience. There is no training or experience required. The teacher will direct you on what to do. It doesn't matter what educational background you have. If you would like to spend an hour or several hours in the classroom to help the children, please return the bottom of this paper with your child to school as soon as possible.

We need your help. Please give us your support if you have any free time to give. I will contact all volunteers.

Thank you,

Tom Lutton, Principal
299-2191

I can volunteer to help in the primary classrooms on the followir days of the week:

MON.	TUES.	WED.	THUR.	FRI.
_____	_____	_____	_____	_____

Please circle the day or days you can come to school. Also please write the number of hours, from one to three, that you can spend underneath the days you circled. Please indicate the times you can work also.

_____ Name

_____ Phone Number

Learning Center Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00					
9:25					
9:45	Recess				
10:00					
10:25					
10:55	Recess				
11:05					
11:30	Handwriting				
11:45	Lunch				

Clovis Unified School District

M. Carr

Name

Station Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					